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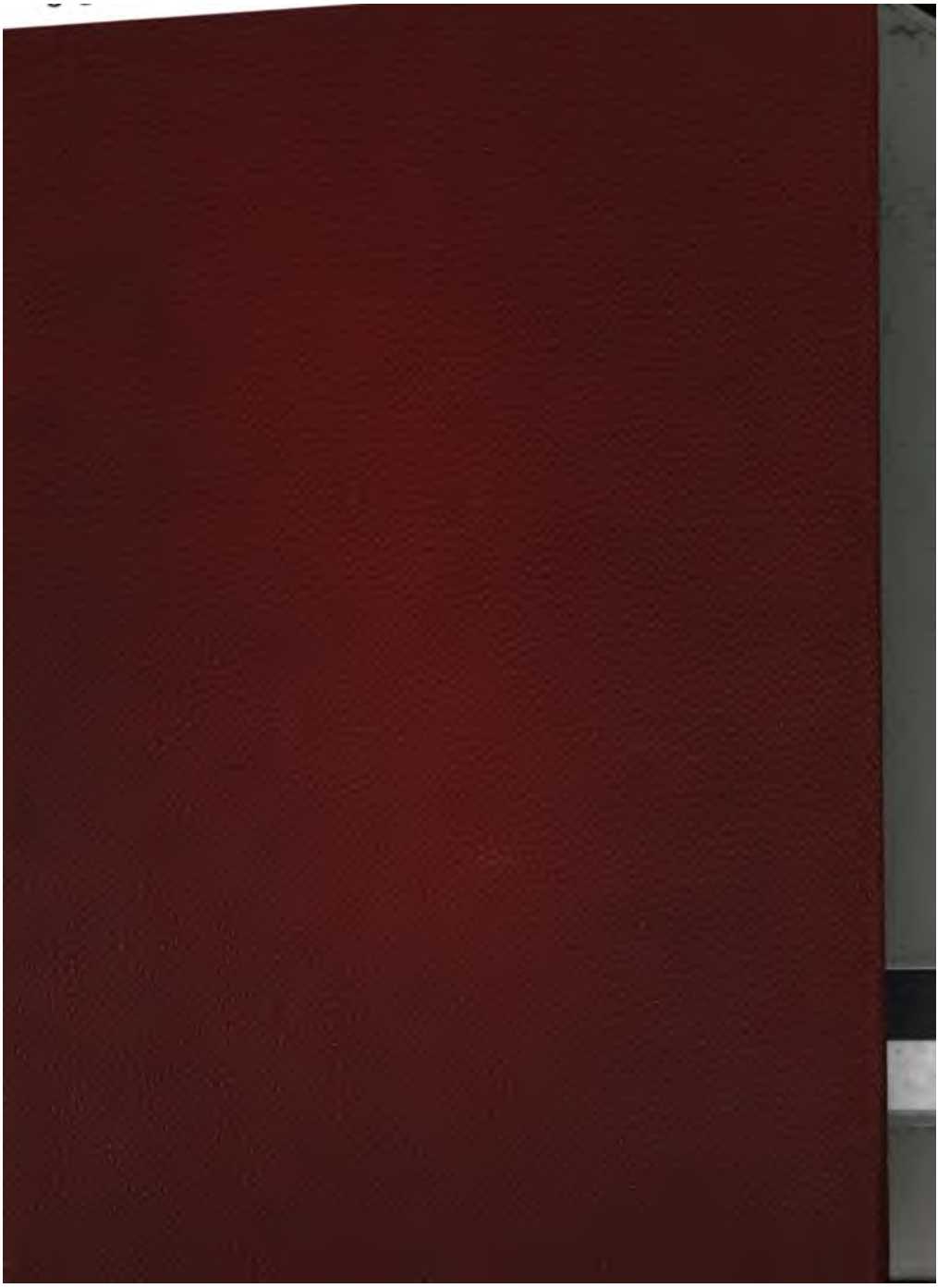

ANNEX

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17 FEB '00

Catalogue

of

Mount Hermon School

1898-9

THE NEW YORK
PUBLIC LIBRARY

ASTOR, LENOX AND
TILDEN FOUNDATIONS.

Dining Hall and Crossley Hall.

CATALOGUE

OF

Mount Hermon School

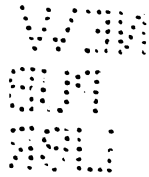
MOUNT HERMON

FRANKLIN COUNTY, MASS.

1898-99

"Behold, how good and how pleasant it is
For brethren to dwell together in unity!
It is . . .
Like the dew of Hermon,
That cometh down upon the mountains of Zion:
For there the Lord commanded the blessing,
Even life for evermore."

Psalm cxxxiii., Revised Version.



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ITEMS OF INTEREST.

First purchase of school property	November, 1879
Mr. Camp's gift of $25,000	September 10, 1880
School opened for instruction	May 4, 1881
Articles of incorporation signed	March 29, 1882
Number of students, 1881-3,	25
Number of students, January, 1884,	70
Number of students, January, 1885,	90
Number of students, September, 1898,	400
Average age of students in attendance January 1, 1899,	20 years
Average age of seniors in attendance January 1, 1899,	21 years and 11 months
Courses of study adopted	September, 1885
First class graduated	June, 1887
Number of graduates of school to date	213
Total number of students entered to date	2547
Alumni Association organized	June, 1888

CALENDAR, 1898-1900.

First term begins . . Wednesday, Sept. 7, 1898
Mountain Day . . . . October, 1898
Thanksgiving Day . Thursday, Nov. 24, 1898
Christmas vacation begins
Thursday noon, Dec. 15, 1898
Christmas vacation ends Tuesday night, Jan. 3, 1899
Day of Prayer for Colleges Sunday, Feb. 12, 1899
First term ends . Saturday night, Jan. 28, 1899

Second term begins . Tuesday, Jan. 31, 1899
Contest in Oratory Wednesday evening, Feb. 22, 1899
Spring vacation begins Friday noon, March 31, 1899
Spring vacation ends Tuesday night, April 11, 1899
Prize Debate . . Monday evening, May 8, 1899
Prize Declamations Monday evening, June 12, 1899
Graduation day, . . Tuesday, June 13, 1899
Alumni, at "The Northfield." Tuesday, June 13, 1899

Term begins . . . . Friday, Sept. 1, 1899
Mountain Day . . . . October, 1899
Thanksgiving Day . Thursday, Nov. 30, 1899
Term ends . . Thursday night, Dec. 21, 1899

Term begins . . . Wednesday, Jan. 3, 1900
Day of Prayer for Colleges, Sunday, Feb. 11, 1900
Contest in Oratory, Thursday evening, Feb. 22, 1900
Term ends . . Tuesday night, April 24, 1900

1899

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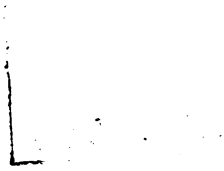
DIRECTIONS.

Come to Mount Hermon station, on the Connecticut River Branch of the Boston and Maine Railroad, ten miles north of Greenfield, whence transportation to the school can be obtained. Baggage should be marked with owner's name and addressed "MOUNT HERMON SCHOOL."

For further information address

THE PRINCIPAL.



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VICE PRESIDENT.

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C. C. CONANT . . . . . *Greenfield*
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C. A. HOPKINS . . . . . *Boston*
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D. H. BURRELL . . . . . *Little Falls, N. Y.*
C. S. BISHOP (Alumnus) . . . . . *Fitchburg*
CHARLES E. BROWN . . . . . *Springfield*
ANSON PHELPS STOKES, JR. . . . *New York City*
JOHN WILLIS BAER . . . . . *Boston*

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PRINCIPAL.

CHARLES E. DICKERSON, B. S., *Vice Principal*,
PHYSICS AND CHEMISTRY.

FLORENCE E. FLAGG,
BOTANY, BIOLOGY AND ZOÖLOGY.

A. JUDSON PHILIPS,
SINGING.

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ELOCUTION.

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MATHEMATICS.

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GREEK TESTAMENT, GREEK AND LATIN.

EMERSON D. FITE, B. A.,
LATIN.

ALICE L. NYE, B. A.,
GREEK AND LATIN.

EMMA B. PENFIELD,
MODERN LANGUAGES.

N. FAY SMITH,
THE ENGLISH BIBLE.

FREDERICK W. ROE, B. A.,
ENGLISH.

P. O. ROBINSON, B. L.,
HISTORY AND ECONOMICS.

EVERETT M. WHITTEMORE
MATHEMATICS.

SOPHIE R. BROOKS,
VOCAL AND INSTRUMENTAL MUSIC.

ANNA E. HILL,
PENMANSHIP.

WILLIAM F. NICHOLS,
CASHIER.

FRANK N. SEERLEY, M. D.,
PHYSICAL DIRECTOR AND MEDICAL ADVI

EDGAR L. KELLY,
FARM SUPERINTENDENT.

GEORGE McMILLAN,
SUPERINTENDENT OF WORK AND BUYI

ARTHUR W. LITTLE,

STUDENT REPRESENTATION.

January 1, 1898—January 1, 1899.

Massachusetts	130	Minnesota	1
New York	109	Missouri	1
Connecticut	63	Montana	1
Vermont	38	Nebraska	1
New Jersey	33	South Carolina	1
New Hampshire	24	Tennessee	1
Pennsylvania	23	Washington	1
Maine	12	Canada	8
Illinois	11	England	5
Ohio	9	Ireland	4
Rhode Island	6	Japan	4
Delaware	5	Scotland	2
North Carolina	4	Turkey	2
Virginia	4	Africa	1
Wisconsin	3	Bermuda	1
California	2	China	1
Maryland	2	France	1
Michigan	2	Germany	1
Mississippi	2	Hawaii	1
Texas	2	Holland	1
Alabama	1	Korea	1
Colorado	1	Norway	1
District of Columbia	1	Sweden	1
Florida	1		
Georgia	1	Total,	532
Indiana	1		

I. The Mount Hermon School.

ORIGIN.

THE school was established, at the suggestion and earnest desire of Mr. D. L. Moody, by several gentlemen interested in the practical Christian education of boys and young men. The school was incorporated in 1882, under the laws of Massachusetts. Mr. Hiram Camp, the late President of the Board of Trustees, gave twenty-five thousand dollars, and several thousands were received from Great Britain.

Two good farms lying side by side were purchased, some necessary changes made in the buildings, and

in May, 1881, the school was opened. Several tracts of land have been purchased since, making the entire amount now owned by the school more than seven hundred acres.

LOCATION.

The school is situated on the west side of the Connecticut River, opposite Northfield, on high sloping ground, commanding an extensive view of river, valley, and mountain. The site was selected with reference to the best sanitary conditions, good drainage, pure air, excellent water; to remoteness from crowded neighborhoods, and to freedom from adverse influences often found in large villages. The buildings are about a mile from the Mount Hermon station on the Connecticut River Branch of the Boston and Maine Railroad, ten miles north of Greenfield. The address for matter by mail, express or freight, is simply "Mount Hermon, Franklin County, Mass.;" for telegrams, via "Northfield, Mass." The school is also connected by telephone with all the surrounding towns and cities.

PURPOSE.

The school is for young men of sound bodies, good minds, and high aims. It is designed for those who have already conceived a serious purpose in life; for those who are in earnest to secure a useful education; for those who long to know more of the Bible. Vicious or idle boys are not wanted; neither are

Its leading purpose is to furnish for earnest Christian young men, opportunities to secure a better preparation for their service, in either professional or business life, than otherwise would be within their reach. The aim is to help young men who feel that they are at a disadvantage and to provide a place where those whose early education has been neglected may be instructed according to their individual needs. It seeks especially the upbuilding of noble Christian character and to this end makes the Bible central in all its courses of study.

It further aims to care for the physical welfare of its students, to train them to industrial habits, and to give them some practical knowledge of work by requiring of each one a certain amount of manual labor daily.

EQUIPMENT.

In addition to the land estate the school equipment consists of the following buildings:

RECITATION HALL.

This is one of the first buildings erected upon the campus. It is a substantial brick edifice eighty by fifty feet, three stories high above the basement, and contains, in addition to recitation rooms, the library and reading room, offices of the Principal and Cashier, rooms of the Good Government Club and Student Volunteers, and a large lecture room with a seating capacity of four hundred. In this building is also the room in which the great Student Volunteer movement was first organized in the summer of 1886.

THE SILLIMAN SCIENCE HALL.

The Silliman Science Hall, erected in 1892 by H. B. Silliman, LL. D., a member of the Board of Trustees, is devoted to the work of the scientific department. It contains three stories above the basement, is heated by steam and lighted by electricity. The aim has been to provide a thoroughly equipped building for the natural sciences. The upper floor contains the cabinets in Mineralogy, Geology, Ornithology, and Zoölogy. On the second floor are the well appointed laboratories for elementary and advanced Physics and Chemistry, a lecture room, private laboratories and supply room. The first floor contains the laboratories for Botany, Zoölogy and Physiology, lecture rooms, and the scientific library. In one of the basement rooms is a four-horse power gas engine, and a small but complete electric lighting plant, consisting of a 110-volt, 14-ampere, Elbridge direct current dynamo, volt-meter, ammeter, rheostat, etc., also the gift of Dr. Silliman.

THE CHAPEL.

The new chapel, a birthday gift to Mr. Moody from his friends in England and America, has just been erected. It is beautifully situated on an elevation near the centre of the campus overlooking the Connecticut Valley. The building is constructed of gray granite and has a seating capacity of one thousand.

DWIGHT'S HOME.

So named in memory of Mr. D. L. Moody's grand

tenderly cared for, and those who are tired may rest in the midst of their work.

THE DORMITORIES.

The largest of the dormitories is Crossley Hall. This is a four-story brick building with granite trimmings, and contains rooms for about one hundred and ninety students. On the second floor is a parlor for general use and recreation. This building is in charge of teachers, who are assisted by student officers on each floor.

Overtoun Hall, so named in honor of Lord Overtoun of England, has just been erected and equipped with many modern improvements. It accommodates about one hundred and twenty students.

There are, in addition to these Halls, three cottages, accommodating from twelve to twenty-one students each. Members of the faculty live in these cottages and the aim is to provide as far as possible a pleasant home life for the students. The remainder of the students occupy rooms in the two large farmhouses which have been remodeled from the original buildings.

FARM BUILDINGS.

Large barns with stables for horses and cows, deep silos, carriage-houses, hothouse, creamery, several large hen-houses, and other outbuildings, constitute the equipment of the school farm.

THE LAUNDRY.

A well equipped steam laundry is provided, with facilities for washing both plain and starched goods. The work in this building is done by the students and

offers opportunity for self help to some who need to work for board and tuition.

THE DINING HALL.

The Dining Hall is a large brick building with seating capacity for the entire school. The main room accommodates the students, and at one end is a small dining-room for the teachers.

Dining Hall.

II. General Information.

ADMISSION.

APPLICANTS must be at least sixteen years of age, must have good health, mental ability, and moral character.

Candidates possessing the required character and ability are received without regard to their attainments in scholarship.

Students are received only on probation.

It is useless for young men to come here expecting to remain, unless they have been definitely accepted on application previously made. Blank forms of application will be furnished to any who wish for them.

Candidates for the First Form are required to pass examinations in Arithmetic, Grammar, Geography, United States History, Spelling, and Writing. They must also pass an entrance examination in elementary knowledge of the English Bible, its books and writers, greatest historical events and simplest truths. These examinations are held the first day of each term. Sample examination papers are printed near the end of the catalogue and applicants are urged to prepare themselves as thoroughly as possible for these examinations. Certificates from other schools are not accepted in place of examinations. Candidates for

admission to higher classes must be examined, in addition, on the portions of the different courses assigned to lower classes in the schedule on pages forty to forty-three. Students failing to pass examinations in the above named studies may enter the classes of the Preparatory Department. (See Courses of Instruction, page forty-four.)

PROMOTION.

Examinations are held at the end of each term. The results of these examinations, together with the student's average daily rank, determine his standing and promotion.

Grading in scholarship is indicated by five letters: E, excellent; G, good; M, medium; P, poor; F, failure. A grade of M or higher in every study is required for promotion. Those who receive for the full term's work the grade of G+ or over are excused from the final term examination. Grading in conduct is indicated by this same scale. It is expected, however, that every student will receive the mark E in conduct, and any student whose mark for conduct falls below G is liable to be dismissed from the school. Reports will be sent to parents when requested or when the rank of the student is low.

DIPLOMAS.

A student who completes any one of the regular courses will receive a diploma. One who does not

ADMISSION TO COLLEGE.

The Principal's certificate admits without examination to many leading colleges. Former students of Mount Hermon are now pursuing courses of study in Princeton, Cornell, Harvard, Lehigh, University of Chicago, Yale, Massachusetts Institute of Technology, Amherst, Williams, and other institutions.

EXPENSES.

The charge for board and tuition is fifty dollars per term, payable at the beginning of each term.

For private music lessons, vocal or instrumental, once a week, including use of piano or organ for one hour's practice each day, the charge is fifteen dollars a term.

Three dollars a term is charged for ordinary washing, not including starched linen.

Each student will also pay one dollar at the beginning of each term, to meet the expense of employing a trained nurse for the school.

The charges for board and tuition are so low that deductions cannot be made for absence, nor money refunded to students who leave before the end of a term.

Payments should be made by express order, drafts on New York or Boston, or personal checks on banks in New England or New York City made payable to The Mount Hermon Boys' School.

The following is an estimate of the necessary expenses per term, clothing and traveling expenses not included:

Board and tuition, ...	$50.00
Washing (starched goods excepted), . . .	3.00
Hospital fee, ...	1.00
Books, stationery, etc. (estimated), . . .	5.00
Total,	$59.00

Students often have opportunities for extra work by which they may earn enough to pay for books and clothing, and other necessities. Those who desire to help themselves by work in the vacations can generally find employment on the premises at fair wages. If necessary or desirable, arrangements can be made for students to remain at the school during the entire year. The price for board in vacations is three dollars a week, which is to be paid in work during the same vacation if work can be secured.

TERMS.

Beginning in September, 1899, there will be continuous session throughout the entire year of twelve months. This session will be divided into three terms, with vacations as indicated on page eight. There will be beginning classes each term in nearly all subjects, so that a student may enter with equal advantage at the opening of any term.

PRIZES.

The Cambridge prize (the income of funds contributed by students of the University of Cambridge, England,) is awarded annually to some member of the graduating class for general excellence, preference being given to those who have longest been members of the school.

The Allen prizes of twenty and ten dollars respec-

tively (established by Mrs. Samuel E. Skinner of Holyoke), and the Mrs. Frank Wood prize of ten dollars, are awarded annually for excellence in declamation.

The Alumni Prizes of fifteen and ten dollars respectively (given by the Alumni Association) are awarded annually for excellence in debate.

Numerous prizes are also offered for excellence in work in the different departments.

OUTFIT.

In addition to ordinary clothing, each student needs working-clothes, towels, table napkins, napkin-ring, woolen shirts and a clothes-bag, also rubber or stout leather boots. A rubber overcoat is very desirable. All clothing must be plainly and permanently marked with the owner's name. Students are required to furnish pillow cases eighteen inches wide, and sheets for single beds.

Students are advised to bring such text books and reference books as they may have, especially English Dictionary, Concordance, Bible Dictionary, Modern and Ancient Atlas.

Text books and stationery, and other common and necessary articles, may be purchased at the store near the school.

REGULATIONS.

The rules and regulations are such as are believed to be for the best interests of all members of the school.

Printed copies will be sent to all candidates accepted for admission to the school.

FORM OF SCHOLARSHIP.

To the Trustees of Mount Hermon Boys' School:

I hereby give the sum of ——— dollars, to be held by you in trust, the proceeds to be applied to the education of one or more worthy students, according to the rules of the School.

FORM OF BEQUEST.

I give and bequeath to the Trustees of Mount Hermon Boys' School, located in the town of Gill, State of Massachusetts, the sum of ——— dollars, to be safely invested by them, and called the ——— Fund, and the interest thereof to be applied to the uses of the School (or specify).

GLIMPSES OF THE LIBRARY

III. General Advantages.

RELIGIOUS PRIVILEGES.

THE school is distinctly Christian in character. Devotional exercises are held daily (Mondays excepted) in the lecture room in Recitation Hall and attendance of all students is required. On Sunday there is the regular morning service, and religious services are also held every Sunday evening throughout the year.

The Young Men's Christian Association of the school has a large membership and does energetic work. It holds two religious meetings each week with a good attendance of students and hearty participation. Receptions for the new students are given at the beginning of each term. Its headquarters are in Crossley Hall parlor, which is also used as a reading room. For those who desire training in personal Christian work, Bible training classes are held each Sunday morning during the winter. Many other optional Bible courses are offered during the winter.

There is also a Band of Student Volunteers which has a large membership.

A branch of the White Cross Army promotes intelligent interest in personal and social purity, by arranging for occasional addresses and by circulating the best literature on these subjects.

Several gospel services and Sunday schools in the surrounding neighborhood have been established, and are maintained by students. Opportunity is thus given to those wishing to engage in active Christian work to do so, subject, however, to the approval of the Faculty.

The Missionary Society is a flourishing organization and contributes yearly a considerable sum of money for missions.

LITERARY PRIVILEGES.

Literary societies are maintained by the students. These societies meet regularly each week and afford excellent opportunities for training in public speaking and debating.

During the year a lecture course of from eight to ten lectures or concerts is offered to the students at the cost of one dollar for a season ticket. This course numbers among its lecturers the best talent available and is of great educational value.

THE LIBRARIES.

Two libraries are furnished for the use of the stu-

number of volumes in both collections is over five thousand.

The main library is at present situated in a large room on the second floor of Recitation Hall, and is open morning, afternoon and evening of school days and during the afternoon on Mondays.

Books of fiction, biography and travel may be borrowed at any time for a period of two weeks with privilege of renewal, and temporary loans of works of reference are also granted. The main use of the library, however, is as a reference and reading room and all possible encouragement is given to collateral work in connection with the various courses of study.

Thirty periodicals, including magazines, daily and weekly papers, are furnished for current reading.

Aside from the running expenses both libraries are supported entirely by donations. The libraries should be much larger to meet the needs of the school.

CARE OF THE HEALTH.

The school has as yet no gymnasium, but there are abundant opportunities for outdoor exercise. Dr. F. N. Seerley, of the International Association Training School of Springfield, comes to the school regularly to give lectures to all the students on health topics, and to meet the students individually for personal consultation and medical advice when desired. He has the general oversight and direction of the athletic training of the school. Physical examinations are made of all students entering the school.

The Athletic Association is a well established and

vigorous organization, whose object is indicated by the name. The semi-annual Field Day of the Association attracts many visitors, the prizes are eagerly sought for, and some good records have been made.

One of the largest and best athletic fields belonging to any school in New England has been carefully laid out and provided with an oval track of three and one-half laps to the mile. Tennis courts are situated at different places on the campus. Unusually good facilities for outdoor exercise are thus furnished. Athletic sports are encouraged and there are frequent contests between the various student organizations, but interscholastic games are not allowed. The daily work required of each student is also no small factor in maintaining the health and securing the physical development of the student.

INDUSTRIAL DEPARTMENT.

Every student is required to work two hours each day at manual labor. Those who have learned a trade before entering the school are usually given work in that line, since there are shops in which the school work in carpentering, plumbing, blacksmithing, painting, harness-making, etc., is carried on. Opportunity may also be given to a limited number to learn these trades.

But the aim of the industrial arrangements is not so much to secure pecuniary benefit as to provide for physical culture, teach how to do various kinds of

supervision of a practical farmer, and work is found which is adapted to the age and capacity of the students. All other work is under the charge of a general manager.

IV. Courses of Instruction.

Morning recitations begin each day, Monday excepted, at 7:45 and close in time for the chapel exercises which begin at 11:55. The afternoon recitations begin at 2 o'clock and close at 4:30. Recitation periods occupy fifty minutes. There is an evening study hour from 7 to 9 o'clock, five times a week. On Monday there are no regular school exercises.

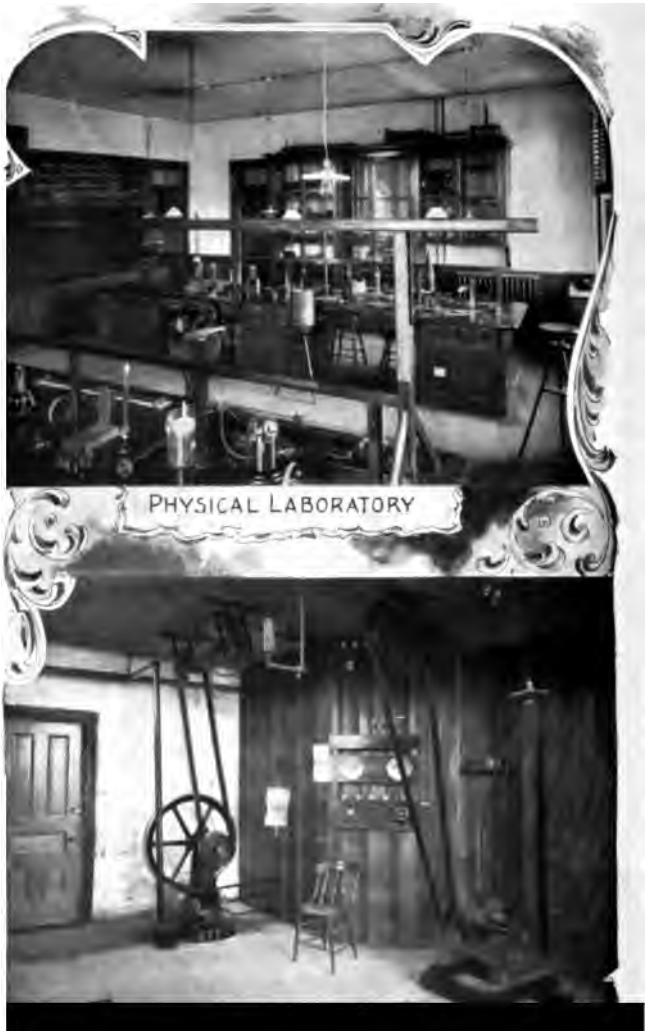
The school offers four courses of instruction, Classical, Scientific, Latin Scientific and Elective.

Students not sufficiently advanced to enter with profit on the studies of one of these regular courses constitute the Preparatory Department.

CLASSICAL COURSE.

This course is intended to furnish adequate preparation for admission to academic courses in any college.

The aim of the course is to train the pupil to exact methods of thought and to accurate expression not only in Greek and Latin, but in English. With this in view much attention is paid to the study of English in connection with the ancient languages.


PHYSICAL LABORATORY

LATIN SCIENTIFIC COURSE.

In the arrangement of this course the object has been to provide for those who seek to enter the scientific courses of the colleges, or who wish to pursue a course in some school of technology, but who must present, on application for admission to such courses, a certain amount of Latin, and either French or German. The work in mathematics and the sciences is the same as in the Scientific course.

SCIENTIFIC COURSE.

The work in this course is designed to furnish a broad preparation for those scientific or technical schools which do not require Greek or Latin for admission, or to give a good practical education to those who go to no higher institution. Extended instruction is offered in English, French, German, Mathematics and the Sciences.

The laboratories in Silliman Science Hall afford ample facilities for experiments and practical work in the Natural Sciences.

THE ELECTIVE COURSE.

The Elective course is offered to those whose age or circumstances demand more freedom in the selection of studies than is allowed by one of the other courses. Students electing studies from this course must submit their schedule of studies to an advisory committee for approval, and also have it countersigned by the Principal.

COURSES OF STUDY.

FIRST FORM (Junior Year).

		CLASSICAL COURSE.	SCIENTIFIC COU
A.	FIRST TERM.	Latin Lessons. Algebra. Ancient History. Bible. Elocution and Vocal Music. English Composition.	Physiology. Algebra. Civil Government. Bible. Elocution and Vocal English Composition.
B.	SECOND TERM.	Latin Lessons, completed; Via Latina. Algebra. Rhetoric. Bible. Elocution and Vocal Music. English Composition.	Algebra. Zoölogy. Rhetoric. Bible. Elocution and Vocal English Composition.

SECOND FORM (Junior Middle Year).

A.	FIRST TERM.	Cæsar, Gallic War; Latin Composition. Greek Grammar and Lessons. Geometry. Bible. Elocution and Vocal Music. English Composition.	Advanced Algebra. Biology. Geometry. Bible. Elocution and Vocal English Composition.
B.	SECOND TERM.	Cæsar, Gallic War; Nepos, Selected Lives; Latin Composition. Greek Grammar and Lessons. Geometry. Bible. Elocution and Vocal Music. English Composition.	Botany. Geometry. Political Economy. Bible. Elocution. Vocal Music. English Composition.

FIRST FORM (Junior Year).

		LATIN SCIENTIFIC COURSE.	ELECTIVE COURSE.*
A.	FIRST TERM.	Algebra. Physiology. Latin. Bible. Elocution. Vocal Music. English Composition.	ELECTIVE. Algebra.—Required. Physiology.—Required, or Ancient Hist. for Classical student. Bible. (Daily.) Language. { Ancient.—Latin. / Modern. { French. / German. History.—Civil Government.
B.	SECOND TERM.	Algebra. Zoölogy. Latin. Bible. Elocution. Vocal Music. English Composition.	ELECTIVE. Algebra.—Required. Rhetoric.—Required. Bible. (Daily.) Language. { Ancient.—Latin. / Modern. { French. / German. Science. { Zoölogy. / Botany.

SECOND FORM (Junior Middle Year).

A.	FIRST TERM.	Rhetoric. Geometry. French, German or Latin. Bible. Elocution. Vocal Music. English Composition.	ELECTIVE. Geometry.—Required. Bible. (Daily.) Language. { Ancient. { Latin. / Greek. / Modern. { French. / German. History.—Mediæval History. Literature—English Literature. Mathematics.—Adv. Algebra. Science. Biology
B.	SECOND TERM.	Botany. Geometry. French, German or Latin. Bible. Elocution. Vocal Music. English Composition.	ELECTIVE. Geometry. Required. Bible (Daily.) Language. { Ancient. { Latin. / Greek. / Modern. { French. / German. History. { Adv. U. S. History. / Modern European History. Literature.—English Literature. Science. { Zoölogy. / Botany.

* Bible, Singing, Elocution, Composition and one year of Drawing are required as in other courses. Students electing studies from this course must submit their schedule of studies for the entire course to an advisory committee for approval.

SECOND TERM.	FIRST TERM.

SECOND TERM.	FIRST TERM.

THIRD FORM (Senior Middle Year).

	LATIN SCIENTIFIC COURSE.	ELECTIVE COURSE.
FIRST TERM.	Physics. Mediæval History. French, German or Latin. Bible. Elocution. English Composition.	Bible. (Daily.) Language. Ancient. Latin. Greek. Modern. French. German. History. Mediæval History. English History. Literature. English Literature. Eng. Authors (3 hrs). Mathematics.—Trigonometry. Science.—Physics.
SECOND TERM.	Physics. Modern European History. French, German or Latin. Bible. Elocution. English Composition.	Bible. (Daily.) Language. Ancient. Latin. Greek. Modern. French. German. History.—Modern European Hist'y. Political Economy. Literature. English Literature. Eng. Authors (2 hrs). Mathematics. Surveying. Astronomy. Solid Geometry. Science.—Physics.

FOURTH FORM (Senior Year

FIRST TERM.	Chemistry. Advanced Algebra. English Literature. English Authors (3 hrs). Bible.	Bible. (Daily.) Language. Ancient. Latin. Greek.-Adv. Modern. French. German. Literature.—Eng. Authors (3 hrs). Psychology. Mathematics.—Trigonometry. Science. Chemistry. Physics.—Advanced.
SECOND TERM.	Chemistry.—Qualitative Analysis. Solid Geometry. English Literature. English Authors (2 hrs). Bible.	Bible. (Daily.) Language. Ancient. Latin. Greek.-Adv. Modern. French. German. Ethics. Political Economy. Literature.—Eng. Authors (2 hrs). Mathematics. Surveying. Astronomy. Review. Science. Chemistry.—Qualitative Analysis. Physics.—Advanced.

PREPARATORY DEPARTMENT.

In this the studies are Reading, Spelling, Writing, Grammar, Arithmetic, Geography, United States History, and the Bible. The classes formed at the beginning of every term are sufficiently numerous to meet the requirements of those who may need instruction and training in these essentials of education.

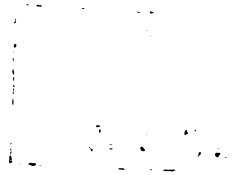
Thorough and painstaking work is insisted upon in all studies in this department. The arrangement of studies by terms is as follows:

First Term.

Arithmetic.	Spelling.
Geography.	Writing.
English Grammar.	Vocal Music.
United States History.	English Composition.
Bible.	

Second Term.

Arithmetic.	Spelling.
Geography.	Writing.
[illegible]ish Grammar.	Vocal Music.
	English Composition.



SILLIMAN SCIENCE HALL

Courses by Departments.

THE ENGLISH BIBLE.

To provide a full and thorough course of study in the English Bible was one of the chief aims in founding Mount Hermon School. This study, therefore, holds a central place in the curriculum. Every student has two periods of Bible study in class each week. He may increase this number by taking two courses at the same time, or by electing Bible as one of his daily studies.

The Bible itself is the text book. Other books are used as helps but never as substitutes for it. Full outlines are furnished to the student in connection with each course, analyzing the books and topics studied, with questions to guide thought and investigation and with references to library helps. The results of private and class study are put by the student into orderly and permanent form in note books or interleaved Bibles. In the advanced classes topics are assigned to individual students for special study, and the results are presented in class reports or essays thereon. Collections of photographs of Palestine and of paintings representing Bible scenes are used to illustrate the teaching, and stereopticon lectures occasionally introduce or review the courses. The

teachers aim to make the student love the Book and to guide him in thinking out its truths for himself and applying them in his own life and in Christian work.

Preparatory Course. Twice a week. Two terms.

A practical study of the Bible, which includes memorizing of commandments, names of the books of the Bible, outlines of chapters and books, and by the end of the course a general outline of the whole Bible. Personal application of Bible truths is constantly emphasized. The course closes with eight studies on the books of the Bible in their order and classification, its leading writers and a brief outline of Bible geography.

Course I. **First Form.** Twice a week.

a. *Starting Points.* Eight studies. The Bible as a whole: its titles, divisions, variety, unity, literary structure. Jewish customs. Best methods and true aims in Bible study.

b. *The Life of Christ.* Thirty-six studies. The main events in their order from a harmonized arrangement of the four Gospels, with special emphasis on the practical lessons from Christ's own character and work.

c. *The Teachings of Christ.* Sixteen studies. Topical study of Christ's own teaching about God, man, sin, salvation, the present and the future life.

Course II. **Second Form.** Twice a week.

Earlier Old Testament History and Literature. Studies from the Pentateuch, Joshua, Judges, I. and II. Samuel. The history in outline, with emphasis upon character study and God's gradual revelation of Himself and His will. Selections from the poetical books in their historical setting. Topical reviews tracing the progress of Bible doctrine.

Course III. **Third Form.** Twice a week.

Later Old Testament History and Prophecy. Studies from Kings, Chronicles, Ezra, Nehemiah, and the prophets. The lessons of the national history through the periods of division,

val, decline, fall, captivity and restoration. A special
ly of one or more of the prophets. Topical reviews.

ırse IV. **Fourth Form.** Twice a week.

The Apostolic Period, with particular reference to the life
letters of Paul. An analytical outline is followed in which
letters are arranged in chronological connection with the
·ative of Acts. The teaching aims to lead the student into
orough understanding of the essential facts and an appre-
ion of the spiritual truths. Selected letters are studied
ewhat in detail.

Leading Bible Doctrines. Twenty Studies. A review
he whole course, tracing the fundamental teachings of the
le on doctrinal lines.

ırse V. **Greek Testament.** Twice a week. Two terms.

.n elective course for men who have studied Greek at least
terms. John is the subject for the year 1898-99. Special
)hasis is laid upon word studies.
'he edition used is the Westcott and Hort.

urse VI. **Elective Bible.** Twice a week. Two terms.

'or those who already have a good general knowledge of the
le. During 1898–99 the Epistle to the Romans has been
lied exegetically, followed by doctrinal studies concerning
n, sin, and salvation. The design is not only to give the
lent a thorough grasp of the book, but to furnish a method
ıpply to the study of other books. May be taken, with the
)roval of the teacher, in place of any regular course above
st Form.

urse VII. **Normal Bible.** Twice a week. One term.

.n elective open to students above the First Form on appro-
of the teacher. A drill class in the use of the Bible in

Christian work. Talks by the teacher on the preparation of Bible addresses, Bible readings, Bible class lessons, and on different forms and methods of Christian work; accompanied by constant drill and practice on the student's part.

Course VIII. **Daily Bible.**

If enough students desire it, a daily course will be given, in which more detailed and advanced study can be pursued than is possible in the twice a week courses, and special emphasis will be laid on the spiritual and doctrinal teachings. Students in the Elective course may offer this as one of their daily studies.

ENGLISH.

Course I. **Rhetoric.** Daily. One term.

A course including (a)the study of representative prose writers with the intention of discovering and formulating certain principles of structure, and (b) the application of these principles in the composition of daily and weekly exercises. This indicates our desire to treat Rhetoric as both a science and an art. Frequent lectures upon idiomatic usages, provincialisms, slang, the use of figures of speech, and allied topics are given by the instructor in charge.

Text book: Scott and Denney's Composition-Rhetoric.

Course II. **English Literature.** Daily. Two terms.

(a) A course in English Literature involving: A brief historical survey of the whole field, based upon Stopford Brooke's English Literature; the reading of several selected masterpieces from prose and poetry, chiefly from the works of Shakespere, Dryden, Wordsworth, Tennyson, DeQuincey, and Burke; reports upon specially assigned topics, including the lives, works, and criticisms of all the most important English authors. Course (a) will occupy one term.

(b) A course in American Literature similar in scope and method to Course (a). The authors read will include Irving, Hawthorne, Longfellow, Whittier, and Lowell. Matthew's Introduction to American Literature will be used as a basis for the historical study. Course (b) will occupy the second term.

The aim of Course II. will be to inspire the student with a taste for the best literature, and to give him a general knowledge of the great writers of England and America.

Course III. **English Authors.** Three times a week, first term. Twice a week, second term.

Course prescribed for entrance to New England colleges. In 1898-99 the books for reading and practice will be: Dryden's Palamon and Arcite; Pope's Iliad, Books I., VI., XXII., and XXIV.; the Sir Roger de Coverley Papers in The Spectator; Goldsmith's Vicar of Wakefield; Scott's Ivanhoe; DeQuincey's Flight of a Tartar Tribe; Cooper's Last of the Mohicans; Tennyson's Princess; Lowell's Vision of Sir Launfal. The books for study and practice will be: Shakspere's Macbeth; Milton's Paradise Lost, Books I. and II.; Burke's Speech on Conciliation with America; Carlyle's Essay on Burns.

Course IV. **Preparatory Composition.** Weekly. Two terms.

This course is intended for those who have had little or no instruction in essay writing. It is elementary in its nature and gives the general principles of the subject. Weekly essays are required throughout the course. The simpler rules of diction and sentence structure are studied and drill in punctuation is given. These, with a careful study of letter writing, occupy the first term. In the second term exercises in the reproduction of poems and short stories are given, followed by simple studies in paragraph structure and the making of frameworks, and by explanations of and practice in descriptive and narrative writing. No text book is used, but the pupils are taught to keep a neat and well-arranged note book.

Course V. **First Form Composition.** Weekly.

Special attention is paid to the theory and practice of description, narration, exposition, and argument. Individual criticism throughout the course. Parliamentary drill in second term.

Course VI. **Second Form Composition.** Weekly.

This course is devoted chiefly to plan and arrangement in composition writing. Individual criticism throughout the course. Parliamentary drill in second term.

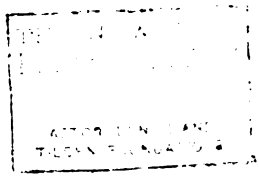
Course VII. **Third Form Composition.** Weekly.

Desirable qualities of style are brought to the attention of the class through the critical study of several prose masterpieces. Formal essays are prepared at intervals during the first term. A separate course in reading, criticism and composition is outlined for each student and is conducted independent of the class room drill.

Course VIII. **Elocution.** Weekly. Three Forms.

Instruction in this subject is given in comparatively large classes, and the student always has the inspiration of an audience. The work covered in the course is more properly expressed by the term Development of the Power of Expression, and includes the education of muscular sense, the acquirement of a resonant responsive voice, and the cultivation of literary appreciation. Sufficient attention is given to the right use of the organs of speech to enable the student to acquire good articulation. The method of teaching is conformed to the principle that the body should be the obedient servant of the soul acting in accordance with the direction of the will. Consequently the teacher always appeals to the mind, and rarely calls attention to physical or vocal effect. As in all branches of learning, much depends upon the interest and faithfulness of the student; but to those who desire it the department of elocution offers thorough and scientific training.

Text book: Hastings' Five Principles of Expression Applied



CORNER OF THE CHAPEL
GREEK RECITATION ROOM

GREEK AND LATIN.

Much attention is given to the study of English in connection with the ancient classics. In Greek and Latin grammar such a drill is given that students acquire a thorough knowledge of the subject. Due attention is paid to prose composition, not only work illustrative of the more important principles and idioms of syntax, but also practice in continuous prose narrative, based upon the text of the authors read. Drill in re-composition and sight-reading forms an integral part of the course, and is regarded as one of the best means of leading students into the languages.

Work in mythology, antiquities, administrative systems, and in the *life* of Greece and Rome is presented in a way to convince students that there is nothing more living to-day than the results which spring from the study of the so-called "dead languages."

GREEK.

Course I. **Greek Grammar.** Daily. Two terms.

This course is designed to give the student a thorough knowledge of common forms of Attic prose and fundamental principles of Greek syntax. Practice is given in translation of easy passages of connected Greek as an aid in acquiring the vocabulary. Special attention is paid to the relation of Greek to Latin and English.

Text books: Goodwin's Grammar, White's First Lessons.

Course II. **Xenophon's Anabasis, Prose Composition, Sight Reading.** Daily. Two terms.

Stress is laid alike upon grammar, accurate translation, correct use of English in translating and the historic setting of the narrative.

Text books: Goodwin & White's Xenophon's Anabasis, Books I-IV., Goodwin's Greek Grammar, Woodruff's Greek Prose.

Course III. **Xenophon's Anabasis, Homer's Iliad, Prose Composition continued, Sight Reading, Greek History.** Daily. Two terms.

This course aims to familiarize the student not only with Homeric forms but also with the life and thought of the Homeric times, and to arouse appreciation of the literary value of Homeric poems. A rapid review of Greek History is taken up.

Text books: Woodruff's Prose Composition, Seymour's Iliad.

LATIN.

The four years' course is arranged to meet the maximum requirements for admission to college. With this end in view the course is arranged as follows:

Course I. **Elementary Latin.** Daily. Two terms.

Thorough drill in forms, syntax, and vocabulary. Frequent exercises in turning easy English into Latin. Daily exercises also in prepared and sight translation. The text used consists of connected and lively passages from ancient history and mythology. The connection between Latin and English is constantly emphasized.

Text books: Scudder's Latin Reader, Collar's Via Latina.

Course II. **Cæsar's Gallic War.** Daily. Two terms.

The four books are read in historical order. Short daily lessons in prose based directly on the text previously read. Daily recitations in grammar. During this course a general survey of the grammar is followed by detailed work in syntax. During the last few weeks of the course Nepos' Lives are read rapidly.

Text books: Kelsey's Cæsar, Barss' Nepos, Daniell's Composition, Allen & Greenough's Grammar.

Course III. **Cicero and Ovid.** Daily. Two terms.

1. Cicero. Two-thirds of the course. The four orations against Catiline, the Manilian Law and Archias. Prose as during the course in Cæsar. Grammar as before with continued detailed work in syntax.

2. Ovid. Last third of the course. Course in rapid reading. Insistence as before upon exactness of translation, more than before upon fluency. Considerable sight reading to cultivate ability in the divining of an author's meaning. Illustrative readings from English authors. One entire period each week is taken for prose work and sight translation in Cicero.

Text books: Kelsey's Cicero, Kelsey's Ovid.

Course IV. **Vergil.** Daily. Two terms.

Six books of the Æneid and the Eclogues. Lessons in prosody at the beginning of the course. Assigned readings also in mythology. Careless work is constantly guarded against by repeated work in grammatical construction, and by exercises in prose based upon Cæsar and Cicero. These authors are thus reviewed, and the complete course kept fresh before the student. Roman History is also reviewed.

Text book: Allen & Greenough's Vergil.

MODERN LANGUAGES.

Course I. **French. For beginners.** Daily. Two terms.

The design of this course is to secure familiarity with the elements of grammar, pronunciation, rapid reading of easy prose and the recognition of words and simple phrases when spoken.

Text books: Chardenal's Complete French Course, Super's French Reader, Fontaine's Livre de Lecture et de Conversation, Selected Texts.

Course II. **German. For beginners.** Daily. Two terms.

Designed to secure familiarity with the essentials of accidence and elementary word order and syntax, together with the attainment of ability to translate easy prose at sight and to recognize words and simple phrases when uttered.

Text books: Thomas' Practical German Grammar, Bernhardt's Sprach und Lesebuch, Selected Texts.

Course III. **Advanced German.** Daily. Two terms. Continues upon Course II.

Designed to secure knowledge of more advanced grammar, to give students ability to translate ordinary German at sight, and a reasonable facility in the use of the language in oral and written expression.

Text books for 1898–99: Thomas' Practical German Grammar; Wenckebach's Deutsche Grammatik; Stein's Prose Composition; Hillern's Höher als die Kirche; Rhiel's Der Fluch der Schönheit; Heine's Die Harzreise; Schiller's Der Onkel als Neffe; Schiller's Wilhelm Tell; Lessing's Minna von Barnhelm; Freytag's Aus dem Staat Friedrichs des Grossen.

MATHEMATICS.

The work in mathematics is planned to meet the requirements for admission to the best colleges and

technical schools. At the same time it is made as practical and educational as possible, the ability to pass college entrance examinations not being the main object. The various subjects are taught with two distinct aims: first, to train the reasoning faculties; second, to gain a thorough knowledge of the subjects themselves as absolutely essential to the study of the higher mathematics and the natural sciences. To accomplish these ends the student is thrown upon his own resources in the solution of a large number of problems and original exercises in algebra and geometry, and much attention is given to rapid review drill in the class room. The use of good English is insisted upon in both oral and written work as absolutely necessary to obtain the best results. *Thoroughness* and *accuracy* are the key words.

Course I. **Algebra.** Daily. Three terms.

The course in algebra extends through three terms. Two terms' work, five times a week, together with proportion and logarithms [see plane geometry] is the minimum requirement for graduation from any course. This work includes the subject of quadratic equations and all that naturally precedes it. The third term, four times a week, covers progressions, permutations and combinations, the binomial formula, continued fractions, indeterminate coefficients, the nature of series, and variables and limits. This term is also required for graduation from the Classical or Scientific Course.

Factoring and the statement of problems are emphasized throughout the entire course.

Text book: Wells' Algebra.

Course II. **Geometry.** Daily. Two terms.

Two terms, five times a week, are given to the study of plane geometry. In this course are included the ordinary algebraic work in proportion and the subject of logarithms. Numerous applications of the principles of logarithms are made in the solving of numerical exercises. Original work is required from the start to the finish. The object is to develop independence and originality. For the sake of accuracy and finish each student is required to do in ink from thirty to fifty original demonstrations.

Solid geometry is treated in the same manner as plane geometry.

Text books: Wells' and Phillips & Fisher's Geometry.

Course III. **Geometry and Algebra Review.** Daily. One term.

Fourth Form students in the Classical course are required to take one term in the review of plane geometry and algebra. Naturally, this course is planned as a special preparation for freshman mathematics in college. This term is in addition to two terms of plane geometry and three terms of algebra

No one text book followed.

Course IV. **Plane Trigonometry.** Daily. One term.

Special emphasis is put upon mastery of the trigonometric functions and of the fundamental trigonometric formulæ.

Facility in the use of logarithms is acquired in connection with the solution of right and oblique triangles.

Text book: Wentworth's New Plane Trigonometry.

Course V. **Plane Surveying.** Daily. One term.

Such portions of plane surveying are covered as will give familiarity with use of the level, compass and transit, and as will give some proficiency in measurement of distances and

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ngles, chain surveying, leveling, land survey computations, lotting, field notes, and dividing land.

Text book: Davies' Surveying (Van Amringe).

THE SCIENCES.

The educational value of scientific studies may ell be considered equal to that of the classics, and reat care has therefore been exercised in the prepration of the courses here offered. Laboratory work s insisted upon in each course, *but only under careful supervision.*

Course I. **Physiology.** Daily. One term.

This course is required of all First Form students who are ot taking the classical course. The skeleton, manikin, models, harts, alcoholic specimens and histological slides are used, ogether with dissection of animal organs in the laboratory. Drawings are required and much collateral reading is done by ach student.

Text book: Martin's Human Body.

Course II. **Zoölogy with Laboratory Work.** Daily. One term.

In this course typical animals illustrating the various groups re dissected. Recitations, lectures, drawings and collateral eading supplement the laboratory work. The laboratory is upplied with aquaria, and the museum has one hundred and eventy-eight birds, thirty-four mammals, one hundred insects, esides a miscellaneous collection of alcoholic specimens which re used in the course.

There is a small laboratory tax.

Text book: Kingsley's Zoölogy.

Course III. **Biology with Laboratory Work.** Daily. One term.

The work in this course is outlined by the teacher. These outlines are based upon Parker's Biology. Each member of the class prepares a set of twenty-five microscopic slides during the term.

Course IV. **Botany with Laboratory Work.** Daily. One term.

In this course each student analyzes fifty different specimens of flowers; collects and draws typical leaves from fifty different kinds of trees in addition to his laboratory work. Selections from Lubbock, Burroughs and others awaken in the student a taste for such literature. A school herbarium, collections of seeds, algæ, woods, and prepared microscopic slides add to the interest of the work. Lectures, recitations and collateral reading make up the rest of this course. Compound microscopes are furnished by the school.

There is a small laboratory tax.

Text books: Spaulding's and Gray's Manuals.

Course V. **Physics with Laboratory Work.** Daily. Two terms.

The course in elementary physics consists of lectures, recitations and work in the physical laboratory. The aim of the laboratory work is to give the student practical experience in scientific processes and to train him "to observe carefully, record accurately, infer justly, and express cogently." The relation of physics to familiar phenomena is strongly emphasized and the *practical* value of this course can hardly be overestimated. It is recommended that students desiring this course shall have completed two terms of algebra and shall have some knowledge of plane geometry. Each student is required to keep a note book containing an accurate record of

is work. A laboratory fee sufficient to cover breakages is harged.

Text books: Avery's Physics, Hall and Bergen's (Revised) 'hysics.

Course VI. **Advanced Physics.** Twice a week. Two terms.

A laboratory course in physical measurements with recitaions and problems based upon the experiments is offered to hose students who have taken two terms' work in elementary hysics, either here or elsewhere, as a preparation for such ork, and who desire to pursue a course in physics immediately following such preparation. The course will correspond to hat is known as the advanced admission requirement in phyics at Harvard College. A knowledge of plane geometry nd algebra, and a familiarity with the notation used in rigonometry are necessary. A student completing the course vill be credited with one term's study toward graduation. Those who intend to pursue courses in physics, chemistry, or ngineering in higher institutions are advised to elect this ourse.

Laboratory Manual: Sabine's Advanced Physics. Reference: Deschanel and Ames.

Course VII. **General Chemistry and Qualitative Analysis.** Daily. Two terms.

The work in chemistry during the first term is devoted to general study of inorganic chemistry. Experiments in the aboratory are supplemented by lectures and recitations. Much ttention is paid to the solution of elementary chemical problems and, later in the term, to chemical theory. This course repares the student for qualitative analysis, which is taken p in the laboratory during the second term. The laboratory ork is supplemented by continued drill in problems and by he systematic study of chemical reactions. Students looking oward the study of medicine will find this course of great ractical value.

Each student is required to keep a record of the results of his work in a note book.

Text books: William's Chemistry, Prescott and Johnson's Qualitative Analysis, Thorpe and Tait's Chemical Problems, Dickerson's Laboratory Manual.

Course VIII. **Geology.** Daily. One term.

The course in geology is divided into two parts. The first part consists of a study of the principal forms of crystallization in the different systems, by means of a set of two hundred pear-wood models, followed by a study of minerals and rocks from the museum and fields. The second part is a study of dynamical geology as illustrated by the action of geological agents upon the surrounding country. The location and environment of the school make this course of great interest and profit.

Text book: Dana's Geology (Revised).

Course IX. **Astronomy.** Daily. One term.

An elective course of one term is offered in elementary astronomy. The work is made more descriptive than mathematical. A knowledge of elementary algebra and geometry is a requisite for entrance to this course.

Text book: Young's Elements of Astronomy.

HISTORY AND ECONOMICS.

Course I. **Greek and Roman History.** Daily. One term.

This course is intended to give such a knowledge of Greek and Roman history as is required for admission to the best colleges. Accuracy and exactness are encouraged by frequent ten-minute tests. Prominence is given to Greek and Roman geography.

Text book: Myer's Ancient History.

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Course II. **Mediæval History.** Daily. One term.

This course, in one term, carries mediæval history from the fall of Rome to the discovery of America. The recitation is used largely for explanation and amplification of the text and for the reading and discussion of reports by the students. About two such reports will be presented for every three recitations.

Text book: Myer's Mediæval and Modern History.

Collateral works: Kingsley's Roman and the Teuton, Emerton's Introduction to the Middle Ages, Michaud's Crusades, Creasy's Fifteen Decisive Battles, Hallam's Middle Ages, Symond's Age of the Despots, Bryce's Holy Roman Empire, Fiske's Discovery of America.

Course III. **Modern European History.** Daily. One term.

This is a continuation of mediæval history and extends from the discovery of America to the present time. The study runs for the same period and is conducted in the same manner as Course II.

The following is a partial list of collateral works. D'Aubigne's History of the Reformation, Motley's Rise of the Dutch Republic, Carlyle's Frederick the Great and French Revolution, Steven's French Revolution, McCarthy's History of our Own Times, and Scribner's Epochs of History series.

Course IV. **Civil Government.** Daily. One term.

At the recitations in this subject frequent reports are presented based upon collateral reading. Current politics and present political problems receive considerable attention.

Text book: Fiske's Civil Government.

Course V. **Political Economy.** Daily. One term.

In this course the subject of money is thoroughly treated. Bimetallism, national and international, and the currency laws of the United States are studied somewhat at length. The

tariff, theoretical and historical, also receives considerable attention.

Text book: Walker's Political Economy (Briefer course), with references to other authorities.

Course VI. **English History.** Daily. One term.

This course is offered every other term. Much collateral work is required in the standard English histories.

Text book: Montgomery's English History.

Course VII. **Advanced U. S. History.** Three times a week. Two terms.

This course is open with restrictions to those who have passed preparatory United States history. It covers a period extending from the Revolutionary War to the election of President Garfield, and aims to give, besides the general history of the period, a critical knowledge of the lives of the great men, detailed information in regard to the Revolutionary and Civil Wars and a mastery of the problems of the social and political life of the times.

No text book is used, but courses of reading are followed under the direction of the instructor and each student is expected to present articles upon assigned topics.

Collateral works: Works of McMaster, Fiske, Schouler and Rhodes, American Statesmen Series, Scribner's Battles of the Civil War, Century War Articles, Blaine's Twenty Years in Congress, Nicolay & Hay's History of Lincoln, Grant's Memoirs, and others.

ETHICS AND PSYCHOLOGY.

Ethics. Daily. One term.

Lectures and recitations three times a week and a two-period seminar once a week. The course includes a study of the phe-
nality, the moral consciousness, conscience,

will, virtue, etc.; a brief review of the principal types of ethical theory, with special reference to doctrines of the supreme good and the ultimate ground of obligation; an analysis of the ethical teachings of Jesus Christ, and, finally, in the light of these teachings, a practical study of duty. The theme for the seminar will be: "The application of the moral law of Christ to the life and practice of the present day." Problems in private and public morals will be assigned for special investigation and at the weekly meeting reports of work done will be received and discussed.

Psychology. Daily. One term.

BOOKKEEPING.

Daily. One term.

Both single and double entry are taught, the work being very practical in character. The student engages in actual business transactions with his classmates, making out all the papers connected with the transactions, and keeping the necessary books. Those who show their fitness may be taken into the cashier's office to do work with the school books.

DRAWING.

Weekly. Two terms.

The work in free-hand drawing has been planned to give as much variety as possible within the time allowed. An effort is made to familiarize the student with the principles of representative, decorative and constructive drawings. The mechanical side of free-hand drawing is given the largest place in the work of the course. Care is taken to teach the principles of symmetry, proportion and beauty of outline. No text book is used.

PENMANSHIP.

Weekly. Twenty lessons.

This work is under the direction of Miss Anna E. Hill of Springfield, whose success as a teacher of penmanship is already widely known. Both the vertical system and the Spencerian system are taught. Every student without exception is required to take the examination given in penmanship at the end of every second term. Failing in this, he is to repeat the work in class.

MUSIC.

Vocal music is a required study for all students to the end of the Second Form.

Instruction is given in classes by special teacher, without extra charge.

Preparatory course. Twice a week. First term.

The scale is introduced in the key of C, first by imitation, then from call, after which the Italian plan of giving each tone a name is followed.

Respiration.

Great care is exercised in the first lessons with regard to the correct manner of using the respiratory as well as the vocal organs.

Sight Reading and Singing.

Beginning with the key of C, almost the entire theory of musical notation is taught while the class is studying that key, but frequent exercises are interspersed for the practice of *reading*, with *do* on other degrees than C. The absolute pitch names are learned in all staffs and the minor key and

Preparatory course. Twice a week. Second term.

Continues the study of the minor scale and minor key, in relation to the major key. The study of intervals is begun and the practice of chords, with an explanation of their construction and character.

Text book: Palmer's Graded Studies. The method of instruction is adapted from Dr. Palmer's Class Method.

First Form. Twice a week.

In this course the singing of chords as well as the writing of them is continued, and all keys are introduced and carefully practiced. The instruction is in voice culture and singing as well as in sight reading. Correct style of chanting is taught, also directing.

Second Form. Weekly.

In this course the time is employed chiefly in singing in chorus and quartets and in miscellaneous drill.

Instrumental Music and Voice Culture.

Private lessons on the piano and organ and in voice culture are provided for those who desire them. For these lessons an additional charge is made.

PREPARATORY DEPARTMENT.

ARITHMETIC.

Here the aim is to master the essential principles, and to make the work as practical as possible. Artificial and improbable examples are avoided.

Daily. First Term.

Fractions, common and decimal, denominate numbers and the metric system, involution and evolution, mensuration, ratio and proportion, as far as percentage.

Daily. Second term.

Percentage, interest, discount, exchange, equation of payments, stocks and bonds.

Text book: Wells' Academic Arithmetic.

ENGLISH GRAMMAR.

Daily. Two terms.

The course is intended as a foundation for future English work and must be finished before Rhetoric or Latin is begun. Thorough drill is given in the parts of speech and all grammatical constructions. More emphasis than usual is put on the analysis of sentences and the correction of errors in the use of English.

Text book: Reed and Kellogg's English Grammar.

UNITED STATES HISTORY.

Daily. One term.

This covers as fully as is practicable in one term the entire history of our country. Only the more prominent characters and the most important events of the periods of discovery, of colonization, and of colony life are touched upon. Importance is laid upon the causes and the history of the Revolutionary War, upon the Critical Period, upon the great constitutional and political measures and events of the National Period, upon the slavery struggle, and upon the Civil War. The text is supplemented by frequent talks and lectures.

Text book: Fiske's United States History.

GEOGRAPHY.

Daily. One term.

The course in geography takes up the study of the physical features of the Grand Divisions, paying particular attention to the productions and manufacturing industries of each continent.

In connection with the study of the political divisions, reference is made in class work and by special topics to the history and progress of the nations. Globes and maps are used in illustration of the work, while map drawing is required.

Text book: Barnes' Complete Geography.

COMMENCEMENT EXERCISES.

June 12-14, 1898.

Commencement Sermon, . Sunday, June 12
Mr. D. L. Moody.

Class Day Exercises, . Monday, 2 P. M., June 13

Allen Prize Declamation, Monday, 7:30 P. M., June 13

Commencement Day, Tuesday, 11 A. M., June 14

Address by Rev. George C. Lorimer, D. D., Boston.

Presentation of Diplomas to members of Graduating Class.

Awarding of Prizes.

The Prizes awarded were as follows:

Cambridge Prize.

Divided equally between Jeremiah Holmes and Henry Natsch.

Allen Prizes in Declamation.

1st prize to John Best.
2d prize to Edward H. Chapin.
3d prize to Albert E. Roberts.
Special prize, Morris E. Alling.
Special prize, Sam. Higginbottom.
Special prize, C. Stanley Aitken.
Special prize, C. Stanley Aitken.
Special prize, C. Stanley Aitken.

D. L. Moody Prizes in Bible.

SENIOR BIBLE. Two Prizes.

1st prize, Frederick W. Wallace.
2d prize, George C. Clancy.

SENIOR MIDDLE BIBLE. Three Prizes.

1st prize, Frederick W. Baeslack.
2d prize, Warren B. Andrews.
3d prize, James F. Smith.

JUNIOR MIDDLE BIBLE. Five Prizes.

1st prize, Isaac S. Mershon.
2d prize, Leon M. Kendall.
3d prize, Herbert C. Miller.
4th prize, Carl J. Hedin.
5th prize, Lindsay O'Connor.

JUNIOR BIBLE. Six Prizes.

1st prize, Frederick W. Harding.
2d prize, John H. Safford.
3d prize, John A. Hubbard.
4th prize, J. Phelps Hand.
5th prize, G. Tyler Mairs.
6th prize, Ernest J. Cronenbold.

PREPARATORY BIBLE. Five Prizes.

1st prize, William Unger.
2d prize, Benjamin F. Armiger.
3d prize, Walter C. Simpson.
4th prize, J. Dwight Rogers.
5th prize, J. Lloyd Smith.

DAILY BIBLE. Two Prizes.

1st term, 1 prize, Thomas D. Macmillan.
2d term, 1 prize, Albert E. Roberts.

GREEK TESTAMENT. One Prize.

William C. Billings.

NORMAL BIBLE. One Prize.

J. Madison Gathany.

Charles L. Harrell Prizes for Improvement in Penmanship.

1st prize, Chauncy A. Williams.
2d prize, William Unger.
3d prize, Henry I. B. Rice.

Robert C. Ogden Prizes in English Literature.

1st prize, Morris E. Alling.
2d prize, B. Bertrand Van Sickle.

Prizes in Greek.

HOMER TRANSLATION. One Prize.

Harry W. Tompkins.

SECOND OR THIRD YEAR WORK. One Prize.

Henry I. B. Rice.

FIRST YEAR WORK. One Prize.

Samuel M. Brereton.

Prizes in Advanced Algebra. Three Equal Prizes.

John J. Grabe.
Jeremiah Holmes.
Henry Natsch.

Prizes in Plane Geometry.

FOR GENERAL EXCELLENCE.

Freeman N. Bull.
George W. Langdon.

FOR GREATEST IMPROVEMENT.

Leroy Towne.

Prize in Laboratory Physics.

Clarence A. Pierce.

Prizes in Oratory, February 22, 1898.

1st prize, James C. Young.
2d prize, Frederick A. Robertson.

Alumni Prize Debate, May 9, 1898.

1st prize, Frederick A. Robertson.
2d prize, John Best.
3d prize, George S. Hurst.

TEXT BOOKS.

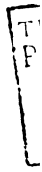
Arithmetic, Wells' Academic.
English Grammar, Reed and Kellogg's.
Geography, Barnes'.
Biology, Parker's.
Physiology, Martin's.
Civil Government, Fiske's.
Political Economy, Walker's Briefer Course.
Zoölogy, Kingsley's Manual.
Bookkeeping, Gay's.
Composition—Rhetoric, Scott and Denney's.
History of the United States, Fiske's.
Botany, Gray's Manual.
Manual of Botany, Spaulding's.
Mediæval and Modern History, Myer's.
Ancient History, Myer's.
Algebra, Wells'.
Geometry, Wells', and Phillips and Fisher's.
Physics, Avery's.
Laboratory Physics, Hall and Bergen's.
Chemistry, Remsen's.
Laboratory Chemistry, Dickerson's.
Qualitative Analysis, Prescott and Johnson's.

Elocution, Hastings' Five Principles.
Ethics, Janet's Elements of Morals.
Surveying, Davies' (Van Amringe).
Latin Grammar, Allen and Greenough's.
Latin, First Book, Scudder's.
Via Latina, Collar's.
Latin Composition, Daniell's.
Cæsar, Kelsey's.
Nepos, Barss'.
Cicero, Kelsey's.
Vergil, Greenough and Kittredge's.
Ovid, Kelsey's.
Greek Grammar, Goodwin's.
Greek Lessons, White's.
Greek Composition, Woodruff's.
Xenophon, Goodwin and White's.
Homer, Seymour's.
French Grammar, Chardenal's.
French Reader, Fontaine's.
Deutsches Sprach-und Lesebuch, Bernhardt's.
Deutsche Grammatik, Wenckebach's.
German Grammar, Thomas'.
Bible: Good English Bible with References and Helps.
Revised Version.
Concordance, Cruden's or Walker's.
Various Reference Books on Different Courses.

"NORTHFIELD ECHOES" SCHOLARSHIPS.

The publishers of "NORTHFIELD ECHOES," the official magazine connected with the Northfield movement, offer to pay the tuition fee for two terms for any student (old or new) who sends in two hundred (200) subscriptions to their magazine at the usual rate of $1.00 a year.

Further information regarding these scholarships may be obtained by writing to the Principal, Mount Hermon School, or direct to the publishers, East Northfield, Mass.



DINING ROOM.

Y.M.C.A-READING ROOM.

ALUMNI.

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ELMER, ALTON H.	Northfield, Mass.
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WOODHOUSE, GEORGE . . .	224 Lexington Ave., New York City.
[illegible] R. .	Sausalito, Cal.

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CHIN LOON TEUNG	Bangan City Scientific Institute, Foo Chow, China.

*Deceased.

DUNCAN, LINDSAY	Clark University, Worcester, Mass.
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*Deceased.

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DULEY, FRANK L.	Robert College, Constantinople, Turkey. "Open English Mail."
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*Deceased.

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GOODRICH, A. BURDETTE . .	Glastonbury, Conn.
HARDY, WILLIAM S. . . .	Hardy Music Publishing Co., Haverhill, Mass.
HAYES, ABNER P.	Yale University, New Haven, Conn.
*HODGDON, HARRY A. . . .	
HOELLE, CHRISTIAN . . .	East Northfield, Mass.
JULIN, C. EDWARD	Yale University, New Haven, Conn.
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LOTZ, JOHN H.	St. Paul's School, Garden City, Long Island.
MAYNARD, JR., JAMES T. . .	Kurn Hattin Home, Westminster, Vt.
MOORE, HENRY J.	Lehigh University, South Bethlehem, Pa.
MORELL, WILLIAM B. . . .	Maine State College, Orono, Me.
NOBLE, JOHN C.	244 Main Street, Springfield, Mass.
O'CONNOR, C. ROBERTS . .	Roxbury, N. Y.
ROSS, ARTHUR B.	Congregational College of Canada, Montreal, Can.

*Deceased.

SANBORN, FRANK D. . . .	Los Angeles National Bank, Los Angeles, Cal.
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SMITH, NAT W.	Taylor, Texas.
*WHEELER, MICHAEL E. . .	
WOODWARD, GEORGE S. . .	9 Avery Street, Westfield, Mass.
WYMAN, ARTHUR J. . . .	Union Theol. Seminary, New York City.
YARROW, G. GIBBONS . . .	Baltimore Medical College, Baltimore, Md.
YOUNG, FRED	Y. M. C. A. Training School, Springfield, Mass.

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FULLER, ROBINSON S. . . .	Hermansville, Mich.
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JOHNSTON, CHARLES E. . .	Wesleyan University, Middletown, Conn.
MCCONNICO, A. J.	Brown University, Providence, R. I., 21 Brown Street.
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READ, FRED S.	Chandlerville, Ill.
SCHUTTE, LOUIS H. . . .	Yale University, New Haven, Conn., 27 Waverly Street.
SIMMONS, FRANK E. . . .	Yale University, New Haven, Conn.

*Deceased.

WILCOX, HARRY A. . . .	Lehigh University, South Bethlehem, Pa.
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MACDOWELL, SAMUEL . . .	Princeton University, Princeton, N. J.
MCKINNEY, WILLIAM A. . .	University of Pennsylvania, Philadelphia, Pa.
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WALDRON, WILLIAM . . .	Fort Adams, R. I.

*Deceased.

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BARRUS, GEORGE W. . . .	Columbian University, Washington, D. C.
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ELLIOT, CHARLES	Oberlin College, Oberlin, O., 2 Council Hall.
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YOUNG, JAMES C.	119 Newmarket, South Shiel County Durham, Engla

ENTRANCE EXAMINATIONS.

September, 1898.

ARITHMETIC.

1. Find the values of the following:

   (*a*) $8\frac{7}{10} - 2\frac{3}{14}$ (*b*) $\dfrac{\frac{5}{2} + \frac{11}{8}}{\frac{21}{4} + \frac{26}{5}}$

2. A and B buy a piece of land, containing 8 A. 155 sq. rd., for $7,168. If A pays $2,048, and B $5,120 how much land should each receive?

3. A tank, containing 738.4 Mg. of water, has two taps. One fills it at the rate of .017 cu. m. a minute, and the other empties the contents at the rate of 5 dl. a second. How long will it take to empty the tank if both pipes are opened?

4. Find the square root of 33.1776.

5. Find the cost of 45 spruce joists, each 14 ft. long, 6 in. wide, and 4 in. thick, at $14 per M.

6. A merchant lost $8\frac{1}{3}\%$ by selling goods for $952. How much did the goods cost him?

7. A town whose taxable property is $165,000 wishes to raise $3,419.50. There are 266 polls, each paying $2. What is the rate of taxation?

8. Find the amount of $8,789 from April 4, 1891, to November 16, 1892, at 5%.

9. A note for $425.30, dated October 4, 1890, and payable months after date, was discounted January 24, 1891 at 6%. What was the proceeds?

10. How large a draft, due 90 days after sight, with interest at 3%, can be bought for $575, when exchange is at a discount of ¾%?

ENGLISH GRAMMAR.

1. Compose sentences to illustrate the following:—

   a. Possessive noun.
   b. Appositive.
   c. Infinitive phrase.
   d. Predicate noun, or subjective complement.
   e. Adverb clause of time.

2. Give the construction of the italicized words and groups of words below:

   "Every individual has a *place to fill* in this world, and is *important* in some *respect*, *whether* he chooses to be *so* or not."

3. Name the parts of speech found in the preceding sentence.

4. Decline I, she, you. Illustrate two uses of the Nominative case.

5. Conjugate *find* in the Indicative and Potential Modes of the Active Voice.

6. Give the principal parts of *sing*, *see*, *do*, *be*, *study*, *burst*, *eat*, *write*. Why are those called principal parts?

7. Define the Passive Voice. How is it constructed? Illustrate.

8. Write sentences to illustrate:—

   a. Interrogative verb.
   b. Relative pronoun.
   c. Co-ordinate conjunction.

10. Analyze (or diagram):

a. "He prayeth best who loveth best all things both great and small."—*Coleridge.*

b. "Cheerfulness banishes all anxious care and discontent and keeps the soul in a perpetual calm."—*Addison.*

ENGLISH COMPOSITION.

1. Define paragraph; complex sentence. Why are short words usually better than long ones?
2. Punctuate and capitalize the following, giving reasons for each change:

   a. The motto of the university of oxford is the Lord is my light.

   b. St paul the apostle was beheaded in Neros reign.

   c. in our day Nature art and science are all laid under tribute
3. Write a business letter applying for a situation.
4. Write an essay of at least one hundred and fifty words on one of the following subjects:

   Local Option is Better than License.
   Why My Wheel is Bent.
   The Camp at Night.
   The Battle of Santiago.
   My Room.
   The Fountain Pen's Story.

GEOGRAPHY.

1. *a.* Name the divisions of North America.

   b. Name six countries of South America.
2. Name the states bordering on the Great Lakes.
3. What countries and colonies are included in the British Empire?

4. *a.* Name the most important seaports of Europe.
   b. Name the most important peninsulas of Europe and tell something about each.
5. ***a.*** **What are the five most important countries of Asia?**
   b. **What European countries have power on this continent?**
6. **Name and locate the Barbary States.**
7. **What are the principal groups of islands in the Pacific?**
8. **What are the most important gold, coal and grain districts in the world?**

9 and 10. Locate and tell something of Manila, Santiago, Gibraltar, Havana, Puerto Rico, Budapest, Hong Kong, Key West, Suez, Cadiz, Puget Sound, Tasmania.

UNITED STATES HISTORY.

1. Mention *one* prominent fact connected with each of the following: (1) Leif, (2) Magellan, (3) Menendez, (4) Champlain, (5) Walter Raleigh, (6) Delaware, (7) John Rolfe, (8) William Berkeley, (9) Peter Minuit, (10) Stuyvesant.
2. Tell *all* you can of John Smith.
3. Tell all you can of Benjamin Franklin.
4. Describe in full the Boston Tea Party.
5. Describe any *three* battles of the Revolutionary War.
6. Mention some *one* prominent fact connected with each of the following: Hamilton, Madison, Marshall, Jefferson.
7. Name the important battles and the prominent leaders in *either* (first) the War of 1812, *or* (secondly) the Mexican War.
8. Give in full the Missouri Compromise and the Dred Scott Case. Show the importance of each.
9. Tell all you can of the life of Abraham Lincoln previous to his election to the presidency. Mention the prominent traits of his character.

10. Name *any ten* battles in the Civil War, and the commanding generals in each case.

11. Describe fully Gettysburg, Antietam, and Shiloh.

12. *a.* Who was called the "Great Pacificator"? He secured the passage of the Missouri Compromise, the Compromise of 1833, and the Compromise of 1850.

b. Name the Massachusetts Senator who refuted the doctrine of States Rights in his famous "Reply to Hayne.

c. Name the leader from South Carolina who first fully formulated the doctrine of Nullification.

d. Who was Washington's first Secretary of the Treasury? He was shot by Burr.

e. Name the Senator from Illinois who secured the passage of the Kansas—Nebraska bill.

NOTE.—Answer ten questions.

ENGLISH BIBLE.

1. What various names are commonly applied to the Bible, what do they mean, and why are they used?

2. Of how many different books is the Bible composed? Name them, in order if you can, and tell anything you know as to what each contains.

3. Mention the most prominent Bible writers. Tell what books each is believed to have written, and give such facts about each as show how God fitted him to write what he did.

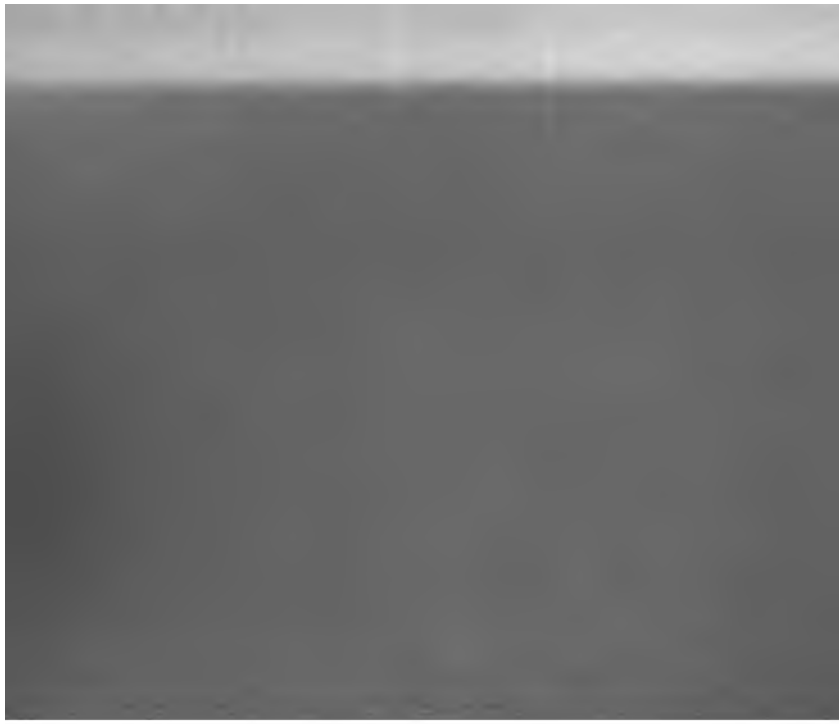
4. In what language was the Bible originally written, and how has it come down to us in its present form?

5. How have you studied the Bible, and what parts of it have you studied most?

6. Give a brief outline of the contents of any one book of the Bible which you know best.

470607

One of the Cottages.



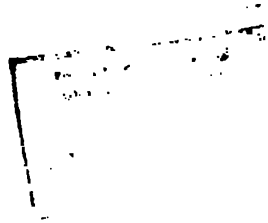
Catalogue

of

Mount Hermon Scho

Founded by D. L. Moody

1899-1901



Dining Hall and Crowley Hall

CATALOGUE

OF

Mount Hermon School

MOUNT HERMON

FRANKLIN COUNTY, MASS.

1899-1901

BRATTLEBORO:
PRESS OF E. L. HILDRETH & CO.

"Behold, how good and how pleasant it is
For brethren to dwell together in unity!
It is . . .
Like the dew of Hermon,
That cometh down upon the mountains of Zion:
For there the Lord commanded the blessing,
Even life for evermore."

Psalm cxxxiii., Revised Version

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ITEMS OF INTEREST.

First purchase of school property	November, 1879
Mr. Camp's gift of $25,000	September 10, 1880
School opened for instruction	May 4, 1881
Articles of incorporation signed	March 29, 1882
Number of students, 1881-3	25
Number of students, January, 1884	70
Number of students, January, 1885	90
Number of students, September, 1900	439
Average age of students in attendance January 1, 1900	20 years and 4 months
Average age of seniors in attendance January 1, 1900	22 years and 3 months
Courses of study adopted	September, 1885
First class graduated	June, 1887
Number of graduates of school to date	268
Total number of students entered to date	3,133
Alumni Association organized	June, 1888

CALENDAR, 1900-1901.

Term begins . . .	Friday, Aug. 31, 1900
Mountain Day	October, 1900
Thanksgiving Day .	Thursday, Nov. 29, 1900
Term ends . .	Thursday night, Dec. 20, 1900
Term begins . .	Wednesday, Jan. 2, 1901
Day of Prayer for Colleges	Sunday, Feb. 10, 1901
Contest in Oratory	Friday evening, Feb. 22, 1901
Term ends .	Tuesday night, April 23, 1901
Term begins .	Wednesday, May 1, 1901
Term ends .	Tuesday night, Aug. 20, 1901
Term begins . .	Friday, Aug. 30, 1901
Mountain Day . . .	October, 1901
Thanksgiving Day .	Thursday, Nov. 28, 1901
Term ends .	Thursday night, Dec. 19, 1901
Term begins . .	Wednesday, Jan. 1, 1902

1900

JULY.

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FEBRUARY.

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AUGUST.

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OCTOBER.

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NOVEMBER.

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DECEMBER.

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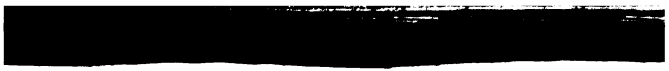
DIRECTIONS.

Come to Mount Hermon station, on the Connecticut River Branch of the Boston and Maine Railroad, ten miles north of Greenfield, whence transportation to the school can be obtained. Baggage should be marked with owner's name and addressed "MOUNT HERMON SCHOOL."

For further information address

THE PRINCIPAL.



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FACULTY.

1900-1901.

HENRY F. CUTLER, B. A.,
PRINCIPAL.

:LES E. DICKERSON, B. S., *Vice Princi,*
PHYSICS AND CHEMISTRY.

FLORENCE E. FLAGG,
BOTANY, BIOLOGY AND ZOÖLOGY.

A. JUDSON PHILIPS,
SINGING.

MARY J. MILLER, B. L.,
SECRETARY.

JAMES McCONAUGHY, M. A.,
THE ENGLISH BIBLE.

ELIZABETH CONWAY,
LIBRARIAN.

HENRY WHITNEY HASTINGS,
ELOCUTION.

MATILDA P. GOULDING,
ENGLISH.

LYON L. NORTON, B. A.,
MATHEMATICS.

ALICE L. NYE, B. A.,
GREEK AND LATIN.

EMMA B. PENFIELD,
FRENCH AND GERMAN.

N. FAY SMITH,
THE ENGLISH BIBLE.

CHARLES C. MORRIS, PH. B.,
MATHEMATICS.

MARGARET D. STRONG,
DRAWING AND PENMANSHIP.

MARY A. DEWEY,
ENGLISH.

LORENZO G. LYON, M. A.,
LATIN

ERNEST NEAL LYON, B. A.,
ENGLISH.

GAYLORD W. DOUGLASS, B. A.,
HISTORY AND ECONOMICS.

FRANK C. JOHNSON, B. A.,
MATHEMATICS.

EDITH D. JOHNSON,
MATHEMATICS

ANNA P. KUNZ,
FRENCH, GERMAN AND SPANISH

MARY AGNES THOMPSON, MUS. B.,
VOCAL AND INSTRUMENTAL MUSIC

WILLIAM F. NICHOLS,
CASHIER

FRANK N. SEERLEY, M. D.,
PHYSICAL DIRECTOR AND MEDICAL ADVISO

EDGAR L. KELLY,
FARM SUPERINTENDENT.

GEORGE McMILLAN,
SUPERINTENDENT OF WORK AND BUYER.

STUDENT REPRESENTATION.

1900.

United States.			
New York	138	Utah	1
Massachusetts	109	Washington	1
Connecticut	78		580
		Other Countries.	

I. The Mount Hermon Schoo

ORIGIN.

THE school was established, at the suggestion a earnest desire of Mr. D. L. Moody, by seve men interested in the practical Christian educat of boys and young men. The school was inc porated in 1882, under the laws of Massachuse Mr. Hiram Camp, the first President of the Boarc

on May 4, 1881, the school was opened. Additional tracts of land have been purchased since, so that the school now owns several hundred acres.

LOCATION.

The school is situated on the west side of the Connecticut River, opposite Northfield, on high sloping ground, commanding an extensive view of river, valley, and mountain. The site was selected with reference to the best sanitary conditions, good drainage, pure air, excellent water; to remoteness from crowded neighborhoods, and to freedom from adverse influences often found in large villages. The buildings are about a mile from the Mount Hermon station on the Connecticut River Branch of the Boston and Maine Railroad, ten miles north of Greenfield. The address for matter by mail, express or freight, is simply "Mount Hermon, Franklin County, Mass."; for telegrams, via "Northfield, Mass." The school has also long distance telephone connections.

PURPOSE.

The school is for young men of sound bodies, good minds, and high aims. It is designed for those who have already conceived a serious purpose in life; for those who are in earnest to secure a useful education; for those who desire to know more of the Bible. Vicious or idle boys are not wanted; neither are those who have failed to make good progress in other schools, nor those who are drifting, nor those who

Its aim is to furnish a thorough Christian training to young men and boys of earnest purpose but small means. In Mr. Moody's own words, "To help young men of very limited means to get an education such as would have done me good when I was their age. I want to help them into lives that will count the most for the cause of Christ." To this end the Bible is made central in all the courses of study.

It further aims to care for the physical welfare of its students, to train them to industrial habits, and to give them some practical knowledge of work by requiring of each one a certain amount of manual labor daily.

EQUIPMENT.

In addition to the land estate the school equipment consists of the following buildings:—

RECITATION HALL.

This is one of the first buildings erected upon the campus. It is a substantial brick edifice eighty by fifty feet, three stories high above the basement, and contains recitation rooms, the library and reading room, offices of the Principal and Cashier, and a large lecture room with a seating capacity of four hundred. In this building is also the room in which the great Student Volunteer movement was first organized in the summer of 1886.

THE SILLIMAN SCIENCE HALL.

The Silliman Science Hall, erected in 1892 by H. B. Silliman, LL. D., a member of the Board of

Trustees, is devoted to the work of the scientific department. It contains three stories above the basement, and is well equipped for the study of the natural sciences. The upper floor contains the cabinets in Mineralogy, Geology, Ornithology, and Zoölogy. On the second floor are the well appointed laboratories for elementary and advanced Physics and Chemistry, a lecture room, private laboratories and supply room. The first floor contains the laboratories for Botany, Zoölogy and Physiology, lecture rooms, and the scientific library. In one of the basement rooms is a six-horse power gas engine, and a small but complete electric lighting plant, consisting of a 110-volt, 14-ampere, Elbridge direct current dynamo, volt-meter, ammeter, rheostat, etc., also the gift of Dr. Silliman.

THE CHAPEL.

The chapel, a gift to Mr. Moody on his sixtieth birthday from his friends in England and America, was erected in 1898. It is beautifully situated on an elevation near the centre of the campus overlooking the Connecticut Valley. The building is constructed of gray granite and has a seating capacity of one thousand.

DWIGHT'S HOME.

So named in memory of Mr. D. L. Moody's grandson, little Dwight, who died November 30, 1898. A beautiful home where those who are sick may be tenderly cared for, and those who are tired may rest

THE DORMITORIES.

The largest of the dormitories is Crossley Hall, erected in 1884, and named in memory of the son of F. W. Crossley of England, a liberal supporter of the school in its early days. This is a four-story brick building with granite trimmings, and contains rooms for about one hundred and ninety students. On the second floor is the parlor and reading room.

Overtoun Hall, so named in honor of Lord Overtoun of England, who gave generously toward the building, was erected in 1898 and equipped with many modern improvements. It accommodates about one hundred and twenty students.

These large halls are in charge of men teachers, who are assisted by student officers on each floor.

There are, in addition to these Halls, three cottages, accommodating from twelve to twenty students each. Lady members of the faculty live in these cottages and the aim is to provide as far as possible a pleasant home life for the students. A few students occupy rooms in the farmhouses, or in the homes of teachers, or in some of the other buildings connected with the work of the school.

THE DINING HALL.

The Dining Hall is a large brick building for the accommodation of the entire school. The students occupy the main room, and at one end is a small dining-room for the teachers.

FARM BUILDINGS.

Large barns with stables for horses and cows, deep silos, carriage-houses, hothouse, creamery, several large hen-houses, and other outbuildings, constitute the equipment of the school farm.

THE LAUNDRY.

A well equipped steam laundry is provided, with facilities for washing both plain and starched goods. The work in this building is done by the students under the supervision of the one in charge of the laundry.

II. General Information.

ADMISSION.

APPLICANTS must be at least sixteen years of age, must have good health, mental ability, and moral character.

Candidates possessing the required character and ability are received without regard to their attainments in scholarship.

Students are received only on probation.

It is useless for young men to come here expecting to remain, unless they have been definitely accepted on application previously made. Blank forms of application will be furnished to any who wish for them.

Candidates for the First Form are required to pass examinations in Arithmetic, Grammar, Geography, United States History, English Composition, Spelling, and Writing. They must also pass an entrance examination in elementary knowledge of the English Bible, its books and writers, greatest historical events and simplest truths. These examinations are held on the opening days of each term. Sample examination papers are printed at the end of the catalogue and applicants are urged to prepare themselves as

(See Courses of Instruction, page 46.) Certificates from other schools are not accepted in place of examinations. Candidates for admission to higher classes must be examined, in addition, on the portions of the different courses assigned to lower classes in the schedule on pages forty-two to forty-five. Arrangements for these examinations may be made with the heads of the various departments.

PROMOTION.

Examinations are held at the end of each term. The results of these examinations, together with the student's average daily rank, determine his standing and promotion.

Grading in scholarship is indicated by five letters: E, excellent; G, good; M, medium; P, poor; F, failure. A grade of M or higher in every study is required for promotion. Those who receive for the full term's work the grade of G+ or over are excused from the final term examination. Grading in conduct is indicated by this same scale. It is expected, however, that every student will receive the mark E in conduct, and any student whose mark for conduct falls below G is liable to be dismissed from the school. Reports will be sent to parents when requested or when the rank of the student is low.

DIPLOMAS.

A student who completes any one of the regular courses will receive a diploma. One who does not complete a course may receive a statement setting forth the amount of work done by him.

ADMISSION TO COLLEGE.

The Principal's certificate admits without examination to all colleges and universities accepting any secondary school certificates. Former students of Mount Hermon have pursued courses of study in Princeton, Cornell, Harvard, Lehigh, University of Chicago, Yale, Massachusetts Institute of Technology, Amherst, Williams, and other institutions.

EXPENSES.

The charge for board and tuition is fifty dollars per term, payable at the opening of each term.

Three dollars a term is charged for ordinary washing, not including starched linen.

Each student will also pay one dollar a term to meet the expenses of employing a trained nurse for the school.

The charges for board and tuition are so low that deductions cannot be made for absence, nor money refunded to students who leave before the end of a term.

For private music lessons, vocal or instrumental, once a week, including use of piano or organ for one hour's practice each day, the charge is fifteen dollars a term.

Payments should be made by express order, drafts on New York or Boston, or personal checks on banks in New England or New York City, made payable

Board and tuition,	$50.00
Washing (starched goods excepted),	3.00
Nurse fee,	1.00
Total,	$54.00

Besides this amount the student will also need about five dollars for books, stationery, etc., over and above his expenses for traveling and for clothes.

Students often have opportunities for extra work by which many earn enough to pay for books and clothing, and other necessities. Those who desire to help themselves by work in the vacations can generally find employment on the premises at fair wages. If necessary or desirable, arrangements can be made for students to remain at the school during the entire year. The price for board in vacations is three dollars a week, which is to be paid in work during the same vacation if work can be secured.

SCHOLARSHIPS.

James McGranahan Scholarship, established by James McGranahan, December 16, 1885.

Reginald Talcott Scholarship, established by James Talcott, May 1, 1886.

Henry M. Moore Scholarship, established by Henry M. Moore, August 27, 1886.

Stokes Scholarship, established by Miss Olivia E. P. and Miss Caroline Stokes, June 17, 1891.

Helen M. Gould Scholarships, established by Miss Helen M. Gould, August 16, 1895.

Thomas E. Peck Scholarship, established by

"NORTHFIELD ECHOES" SCHOLARSHIPS.

The publishers of "NORTHFIELD ECHOES," the official magazine connected with the Northfield movement, offer to pay the tuition fee for two terms for any student (old or new) who sends in two hundred (200) new subscriptions to their magazine at the usual rate of $1.00 a year.

Further information regarding these Scholarships may be obtained by writing to the Principal, Mount Hermon School, or direct to the publishers, East Northfield, Mass.

FORM OF SCHOLARSHIP.

To the Trustees of Mount Hermon Boys' School:

I hereby give the sum of ——— dollars, to be held by you in trust, the proceeds to be applied to the education of one or more worthy students, according to the rules of the School.

FORM OF BEQUEST.

I give and bequeath to the Trustees of Mount Hermon Boys' School, located in the town of Gill, State of Massachusetts, the sum of ——— dollars, to be safely invested by them, and called the ——— Fund, and the interest thereof to be applied to the uses of the school (or specify).

PRIZES.

The Cambridge prize (the income of funds contributed by students of the University of Cambridge, England) is awarded annually to some member [illegible]

The Allen prizes of twenty and ten dollars respectively (established by Mrs. Samuel E. Skinner of Holyoke), and the Mrs. Frank Wood prize of ten dollars, are awarded annually for excellence in declamation.

The Alumni Prizes of fifteen and ten dollars respectively (given by the Alumni Association) are awarded annually for excellence in debate.

Numerous prizes are also offered for excellence in work in the different departments.

OUTFIT.

In addition to ordinary clothing, each student needs working-clothes, towels, table napkins, napkin-ring, and also a clothes-bag. A rubber overcoat and rubber boots are very desirable. All clothing must be plainly and permanently marked with the owner's name. Students are required to furnish pillow cases eighteen inches wide, and sheets for single beds.

Students are advised to bring such text books and reference books as they may have, especially English Dictionary, Concordance, Bible Dictionary, Modern and Ancient Atlas.

Text books and stationery, and other common and necessary articles, may be purchased at the store near the school.

REGULATIONS.

The regulations are such as are believed to be for the best interests of all members of the school.

Printed copies will be sent to all candidates

ARRANGEMENT OF TERMS.

The continuous session is a distinctive feature of the School. The full year of fifty-two weeks is divided into three terms of sixteen weeks each, with short vacations intervening. There are beginning classes each term in nearly all subjects, so that a student may enter with equal advantage at the opening of any term. The courses are arranged so as to be complete in eight terms. A student is not expected to remain more than three terms in succession without the consent of a physician.

The term beginning the first of May and continuing till about August twentieth offers special advantages. It is not a so-called summer school but one of the regular school terms offering all the regular studies of any other term. There is also additional opportunity for special work in Bible under well-known Bible teachers. Students who are planning to enter college and have some work yet to make up for admission will find in this term exceptional advantages.

For the terms beginning in September and in January there are always many more applicants than can be received. The prospect for admission is therefore much better if application be made for the term opening in May. New applicants are for this reason requested to apply for admission in May whenever it can be arranged to do so

Few health resorts offer greater attractions than Mount Hermon in summer. The famous Northfield Conferences, now widely known, are held five miles away. Some of the speakers at these gatherings speak also each day at Mount Hermon. Among those who spoke during the last spring and summer term were the following: Rev. G. Campbell Morgan, London; Rev. F. B. Meyer, London;

III. General Advantages.

RELIGIOUS PRIVILEGES.

THE school is distinctively Christian in character. Devotional services are held daily (Monday excepted) and the attendance of all students is required. On Sunday there is the regular morning service, and religious services are also held every Sunday evening throughout the year.

The Mount Hermon Church, formed, in accordance with Mr. Moody's wishes, just before his death, promotes the spiritual life of the school and affords a channel for its religious activities. It is evangelical and Scriptural in its articles of faith and unsectarian in its spirit. Students who are already church members are invited to bring their church letters and share in the church life while here, and others who wish to unite on confession of faith are earnestly invited to do so. The more mature students serve with the teachers and other resident members on its committees and as its officers, and thus gain valuable training for future usefulness. Rev. C. I. Scofield is pastor here as well as of the church in Northfield and preaches on one Sabbath in each month. On other ministers and evangelists of different evangelical denominations have charge of the service of worshi

The Sunday school meets weekly at the close of the morning service. The International Lessons are studied and, while attendance is not required, a large number of students select this work from the many voluntary Bible courses offered.

The church prayer meeting on Wednesday evenings, open to all the school, is largely attended and very helpful.

From its organization the church has taken a deep interest in the work of missions. One Sabbath service and one prayer meeting each month have missionary themes. Systematic giving by the envelope plan, after providing for the necessary home expenditures of the church, furnishes nearly a thousand dollars a year to be devoted to different missionary objects. Mount Hermon has a score of representatives in different foreign lands and their work is kept before the church to deepen interest and incite to prayer.

The Young Men's Christian Association stands also as an aggressive religious agency. Its membership averages at least three-fourths of all the students. The Sunday night service is in its charge, as well as weekly meetings in Crossley and Overtoun Halls. It is the centre also of much of the social life. Receptions for new students are given at the beginning of each term. It cares for the social rooms in Crossley and Overtoun, and supplies periodicals therefor. In addition to the work offered by the Church Sunday school it provides

mental Bible doctrines and train personal Christian workers.

The Missionary Committee of the Association is composed of members of the Student Volunteer Band. Under their direction missionary prayer meetings and study classes and an open Missionary Congress are conducted, literature is circulated and the claims and privileges of service in the foreign field are brought before the students.

Its White Cross Committee, by occasional addresses and by the circulation of literature, aims to deepen an intelligent interest in personal and social purity.

Under the direction of its Committee on District Work, gospel services and Sunday schools are held in the surrounding region and coöperation is also rendered in the work of neighboring churches. Opportunity, subject to the supervision of the Faculty, is thus given to many to engage in active Christian work.

LITERARY PRIVILEGES.

Literary societies are maintained by the students. These societies meet regularly each week and afford excellent opportunities for training in public speaking and debating.

During the year a lecture course of from eight to ten lectures or concerts is offered to the students at the cost of one dollar for a season ticket. This course numbers among its lecturers the best talent available and is of great educational value.

THE LIBRARIES.

Two libraries are furnished for the use of the students, one a general collection, one a scientific reference library located in Silliman Hall. The total number of volumes in both collections is about six thousand.

The main library is at present situated in a large room on the second floor of Recitation Hall, and is open morning, afternoon and evening of school days and during the afternoon on Mondays.

Books of fiction, biography and travel may be borrowed at any time for a period of two weeks with privilege of renewal, and temporary loans of works of reference are also granted. The main use of the library, however, is as a reference and reading room and all possible encouragement is given to collateral work in connection with the various courses of study.

Over thirty periodicals, including magazines, daily and weekly papers, are furnished for current reading.

Aside from the running expenses both libraries are supported entirely by donations. The libraries should be much larger to meet the needs of the school.

CARE OF THE HEALTH.

The school has as yet no gymnasium, but there are abundant opportunities for outdoor exercise. Dr. F. N. Seerley, of the International Association Training School of Springfield, comes to the school regularly to give lectures to all the students on health topics, and to meet the students individually

for personal consultation and medical advice when desired. He has the general oversight and direction of the athletic training of the school. Physical examinations are made of all students entering the school.

The Athletic Association is a well established and vigorous organization, whose object is indicated by the name. The semi-annual Field Day of the Association attracts many visitors, the prizes are eagerly sought for, and some good records have been made.

One of the largest and best athletic fields belonging to any school in New England has been carefully laid out and provided with an oval track of three and one-half laps to the mile. Tennis courts are situated at different places on the campus. Unusually good facilities for outdoor exercise are thus furnished. Athletic sports are encouraged and there are frequent contests between the various student organizations, but interscholastic games are not allowed. The daily work required of each student is also no small factor in maintaining the health and securing the physical development of the student.

INDUSTRIAL DEPARTMENT.

Every student is required to work two hours each day at manual labor. Those who have learned a trade before entering the school are usually given work in that line, since there are shops in which the school work in carpentering, plumbing, blacksmithing, painting, harness-making, etc., is carried on.

But the aim of the industrial arrangements is not so much to secure pecuniary benefit as to provide

of a practical farmer, and work is
is adapted to the age and capacity of
All other work is under the charge
nager.

IV. Courses of Instruction.

Fall and winter terms: Morning recitations begin each da Monday excepted, at 7.45 and close in time for the chapel ex cises which begin at 12. The afternoon recitations begin a o'clock and close at 4.30. Recitation periods occupy fif minutes. On school days there is an evening study ho beginning at 7 o'clock. On Mondays there are no regular schc exercises.

During the spring term (May-August) the schedule is arranged that all recitations come in the morning.

The school offers four courses of instruction, Cla sical, Scientific, Latin Scientific and Elective.

Students not sufficiently advanced to enter wit profit on the studies of one of these regular course constitute the Preparatory Department.

CLASSICAL COURSE.

This course is intended to furnish adequate prep ration for admission to academic courses in any cc lege.

The aim of the course is to train the pupil to exa methods of thought and to accurate expression n only in Greek and Latin, but in English. With th in view much attention is paid to the study of Engl in connection with the ancient languages.

Physical Laboratory.

LATIN SCIENTIFIC COURSE.

In the arrangement of this course the object has been to provide for those who seek to enter the scientific courses of the colleges, or who wish to pursue a course in some school of technology, but who must present, on application for admission to such courses, a certain amount of Latin, and either French or German.

SCIENTIFIC COURSE.

The work in this course is designed to furnish a broad preparation for those scientific or technical schools which do not require Greek or Latin for admission, or to give a good practical education to those who go to no higher institutions. Extended instruction is offered in English, French, German, Mathematics and the Sciences.

The laboratories in Silliman Science Hall afford ample facilities for experiments and practical work in the Natural Sciences.

THE ELECTIVE COURSE.

The Elective course is offered to those whose age or circumstances demand more freedom in the selection of studies than is allowed by the other courses. Students electing studies from this course must submit their schedule of studies to an advisory committee for approval, and also have it countersigned by the Principal.

COURSES OF STUD

FIRST FORM.

	CLASSICAL COURSE.	SCIEN
FIRST TERM.	Latin Lessons.	Physiology.
	Algebra.	Algebra.
	Ancient History.	Civil Gover
	Bible.	Bible.
	Elocution and Vocal Music.	Elocution a
	English Composition.	English Cor
SECOND TERM.	Latin Lessons, completed; Via Latina.	Algebra.
	Algebra.	Zoölogy.
	Rhetoric.	Rhetoric.
	Bible.	Bible.
	Elocution and Vocal Music.	Elocution a
	English Composition.	English Cor

SECOND FORM.

FIRST TERM.	Cæsar, Gallic War; Latin Composition.	Advanced A
	Greek Grammar and Lessons.	Biology.
	Geometry	Geometry.
	Bible.	Bible.
	Elocution and Vocal Music.	Elocution a
	English Composition	English Cor
SECOND TERM.	Cæsar, Gallic War; Nepos Selected Lives; Latin Composition.	Botany.
	Greek Grammar and Lessons.	Geometry.
	Geometry	Political Ec
	Bible.	Bible.
	Elocution and Vocal Music.	Elocution.
	English Composition.	Vocal Musi
		English Cor

FIRST FORM.

	LATIN SCIENTIFIC COURSE.	ELECTIVE COURSE.*
FIRST TERM.	Algebra. Physiology. Latin. Bible. Elocution. Vocal Music. English Composition.	ELECTIVE. Algebra.—Required. Physiology.—Required, or A cient Hist. for Classical studer Bible. (Daily.) Language.—Ancient—Latin. Greek. Modern.—French Germa History.—Civil Government.
SECOND TERM.	Algebra. Zoölogy. Latin. Bible. Elocution. Vocal Music. English Composition.	ELECTIVE. Algebra.—Required. Rhetoric.—Required. Bible. (Daily.) Language.—Ancient.—Latin. Greek. Modern.—French Germa Science.—Zoölogy. Botany.

SECOND FORM.

FIRST TERM.	Rhetoric. Geometry. French, German or Latin. Bible. Elocution. Vocal Music. English Composition.	ELECTIVE. Geometry.—Required. Bible. (Daily.) Language.—Ancient.—Latin. Greek. Modern.—French Germa History.—Mediæval History. Literature.—English Literatu Mathematics. Adv. Algebra. Science.—Biology.
SECOND TERM.	Botany. Geometry. French, German or Latin. Bible. Elocution. Vocal Music. English Composition.	ELECTIVE. Geometry.—Required. Bible. (Daily.) Language.—Ancient.—Latin. Greek. Modern.—French Germa History.—Adv. U. S. History. Modern European History. Literature.—English Literatu Science.—Zoölogy. Botany.

Bible, Singing, Elocution, Composition and one year of Drawing are requir in other courses. Students electing studies from this course must subn ir schedule of studies for the entire course to an advisory committee f proval.

THIRD FORM.

	CLASSICAL COURSE.	SCIENTIFIC COURSE.
FIRST TERM.	Cicero, Orations; Sight Reading; Latin Composition. Xenophon; Greek Composition French or German. Bible. Elocution. English Composition.	Physics. Mediæval History. Literature, French or German. Bible. Elocution. English Composition.
SECOND TERM.	Cicero, Orations; Ovid, Carmina Selecta; Roman Life; Latin Composition; Sight Reading. Xenophon; Greek Composition. French or German. Bible. Elocution. English Composition.	Physics. Modern European History. Literature, French or German. Bible. Elocution. English Composition.

FOURTH FORM.

FIRST TERM.	Vergil, Æneid; Sight Reading; Latin Composition. Homer; Greek Composition. English Authors (3 hrs). Advanced Algebra. Bible.	Chemistry. Trigonometry. Geology. Bible.
SECOND TERM.	Vergil, Æneid and Bucolics; Sight Reading; Latin Composition. Homer; Greek Composition; Sight Reading; Greek Review. English Authors (2 hrs). Mathematics Review. Bible.	Chemistry.—Qualitative Analysis or Astronomy, Solid Geometry Surveying. Ethics. Bible.

THIRD FORM.

	LATIN SCIENTIFIC COURSE.	ELECTIVE COURSE.
FIRST TERM.	Physics. Mediæval History. French, German or Latin. Bible Elocution. English Composition.	Bible (Daily.) Language.—Ancient. (Latin. Greek.) Modern. (French. German.) History. (Mediæval History. English History.) Literature. (English Literature. Eng Authors (3 hrs).) Mathematics.—Trigonometry. Science.—Physics.
SECOND TERM	Physics. Modern European History. French, German or Latin Bible. Elocution. English Composition.	Bible. (Daily.) Language.—Ancient. (Latin. Greek.) Modern. (French. German.) History. (Modern European History. Political Economy.) Literature. (English Literature. Eng. Authors (2 hrs.)) Mathematics. (Surveying. Astronomy. Solid Geometry.) Science.—Physics.

FOURTH FORM.

FIRST TERM.	Chemistry. Advanced Algebra. English Literature. English Authors (3 hrs). Bible.	Bible. (Daily). Language.—Ancient. (Latin. Greek.—Adv.) Modern. (French. German.) Literature.—Eng. Authors (3 hrs). Psychology. Mathematics.—Trigonometry. Science. (Chemistry. Physics.—Advanced.
OND TERM.	Chemistry.—Qualitative Analysis. Solid Geometry. English Literature. English Authors (2 hrs).	Bible. (Daily.) Language.—Ancient. (Latin. Greek. Adv.) Modern. (French. German.) Ethics. History.—Political Economy. Literature.—Eng. Authors (2 hrs). (Surveying.

PREPARATORY DEPARTMENT.

In this the studies are Reading, Spelling, Writing, Grammar, Arithmetic, Geography, United States History, and the Bible. The classes formed at the beginning of every term are sufficiently numerous to meet the requirements of those who may need instruction and training in these essentials of education.

Thorough and painstaking work is insisted upon in all studies in this department. The arrangement of studies by terms is as follows: —

First Term.

Arithmetic.	Spelling.
Geography.	Writing.
English Grammar.	Vocal Music.
United States History.	English Composition.
Bible.	

Second Term.

Arithmetic.	Spelling.
Geography.	Writing.
English Grammar.	Vocal Music.
United States History.	English Composition.

SILLIMAN SCIENCE HALL
PRIVATE LABORATORY

Courses by Departments.

THE ENGLISH BIBLE.

To provide a full and thorough course of study in the English Bible was one of the chief aims in founding Mount Hermon School. This study, therefore, holds a central place in the curriculum. Every student has two periods of Bible study in class each week. He may increase this number by taking two courses at the same time, or by electing Bible as one of his daily studies.

The Bible itself is the text book. Other books are used as helps but never as substitutes for it. Full outlines are furnished to the student in connection with each course, analyzing the books and topics studied, with questions to guide thought and investigation and with references to library helps. The results of private and class study are put by the student into orderly and permanent form in note books or interleaved Bibles. Collections of photographs of Palestine and of paintings representing Bible scenes are used to illustrate the teaching, and stereopticon lectures occasionally introduce or review the

of the regular courses will be given as may be needed and in addition a special daily class will be held, taught by such Bible teachers as Rev. C. I. Scofield, Rev. R. A. Torrey and others.

Preparatory Course. Twice a week.

This course takes the beginner somewhat rapidly through the most important historical portions of the Bible, introducing selections from the poetical books, the prophets and the epistles where the history has prepared him to appreciate them. A printed outline gives a portion for each day's reading with simple, practical questions aimed to help the student in thinking out the meaning of the passage and applying its truths to his own life. The Commandments and other selected verses and portions are memorized as the studies proceed. The most important facts of Bible Geography receive special study. The class room work aims especially to fix in mind the main lines of Scripture and to apply the lessons afforded by the character studies.

Course I. **First Form.** Twice a week.

a. *Introductory Studies.* The student is taught to look at the Bible as a whole and to study its own statements about itself, its divisions, customs, literary forms, variety and unity. Drill is given in the use of references and Bible helps and in the interpretation of Bible passages.

b. *The Life of Christ.* A careful study of the four Gospels. The student is taught to make his own harmony, arranging the events under the great periods of the ministry. The progress of the matchless life and its teachings are traced from the Incarnation to the Ascension with a special view to spiritual profit.

Course II. **Second Form.** Twice a week.

The Pentateuch and Joshua. The student is thoroughly familiarized with the Biblical narrative. As this section of God's Word is regarded as furnishing a necessary foundation

for the proper understanding of all its great teachings, considerable attention is given to its typology as it appears in objects, events, institutions, offices and persons. Much is made of the study of characters and the lessons for our times in God's dealings with His ancient people. Printed outlines are used to aid the student in study, and guide in his collateral reading from the well furnished library of the school.

Course III. **Third Form.** Twice a week.

The History of Israel. With the aid of printed outlines, the student is taken through the periods of the Judges, United Kingdom, Divided Kingdom, Captivity and Restoration. The historical setting of the poetical and prophetical books is examined. Besides a careful study of the Biblical narrative, the student is expected to do collateral reading from the library, entering the results of his investigations in a note book which is examined by the instructor. Special pains are taken to synchronize the history of Israel with that of the heathen nations around them. Frequent reviews to help the memory.

Course IV. **Fourth Form.** Twice a week.

The Life and Epistles of Paul. A study of the wondrous providences of God through which the "door of faith" was opened to the Gentiles, and Christianity saved from becoming a narrow Jewish sect. The life of the Apostle is carefully outlined and studied as affording the best example of what the grace of God can do for and with a redeemed sinner wholly surrendered to Him. The epistles are arranged in their chronological connection with the narrative of Acts, outlined, and the Galatians studied somewhat in detail.

Course VI. **Elective Bible.** Twice a week. Two terms.

The Pauline Epistles. Taken up in chronological order and studied in detail. As many of them will be considered as may be consistent with thorough work. This course is for those who have a good general knowledge of the Bible, and may be taken, with the approval of the teacher, in place of any regular course above First Form.

Course VII. **Normal Bible.** Twice a week. One term.

An elective open to students above the First Form on approval of the teacher. A drill class in the use of the Bible in Christian work. Talks by the teacher on the preparation of Bible addresses, Bible readings, Bible class lessons, and on different forms and methods of Christian work; accompanied by constant drill and practice on the student's part.

ENGLISH.

Course I. **Rhetoric.** Daily. One term.

A course including (a) the study of representative prose writers with the intention of discovering and formulating certain principles of structure, and (b) the application of these principles in the composition of daily and weekly exercises. This indicates our desire to treat Rhetoric as both a science and an art. Frequent lectures upon idiomatic usages, provincialisms, slang, the use of figures of speech, and allied topics are given by the instructor in charge.

Text book: Scott and Denney's Composition-Rhetoric

Course II. **English Literature.** Daily. Two terms.

In the study of literature the aim is to have the student see with the eye of the imagination what the author has to present, to gain a clearer conception of what is beautiful and a stronger feeling for its beauty. Some acquaintance is also sought with the basic laws of literary interpretation and construction.

The method is by lectures, recitation and assigned parallel readings and essays. Pancoast's "English Literature," George's "Types of Literary Art," Crawshaw's "Interpretation of Literature" are used as text books.

Course III. **English Authors.** Three times a week, first term. Twice a week, second term.

This is a senior course prescribed for entrance to New England Colleges.

In 1900-1901 the books required for careful study are:—

Burke's Speech on Conciliation with America,
Macaulay's Essays on Milton and Addison,
Milton's Minor Poems,
Milton's Paradise Lost, Books I. and II.,
Shakespeare's Macbeth.

Required for general reading.

Addison's The Sir Roger de Coverley Papers,
Carlyle's Essay on Burns,
Coleridge's The Ancient Mariner,
Cooper's The Last of the Mohicans,
DeQuincey's The Flight of a Tartar Tribe,
Dryden's Palamon and Arcite,
Eliot's Silas Marner,
Goldsmith's The Vicar of Wakefield,
Lowell's The Vision of Sir Launfal,
Pope's Iliad, Books I., VI., XXII., and XXIV.
Scott's Ivanhoe,
Shakespeare's The Merchant of Venice,
Shakespeare's Julius Cæsar,
Tennyson's The Princess.

Course IV. **Preparatory Composition.** Weekly.

a. This course is intended for those who have had little or no instruction in essay writing. It is elementary in its nature and deals with foundation principles. The simpler rules of diction and sentence structure are studied and drill in punctuation is given, together with a careful study of letter writing.

Hawthorne's "Wonder Book" is read and pupils are taught to keep a neat and well-arranged notebook. Weekly essays are required.

b. This is a continuation of A and comprises reproduction, simple studies in paragraph structure and the making of frameworks. Cooper's "Last of the Mohicans" is read and discussed, and weekly practice in essay writing is given.

Course V. **First Form Composition.** Weekly.

a. This course is devoted (1) to a thorough study of description, with bi-weekly practice in writing; (2) to a study of Scott's "Lady of the Lake"; and (3) to instruction and practice in the more mechanical processes of composition.

b. This course comprises (1) the study of narration, with examination of standard narratives, the laws of fiction, and story writing by the students; (2) drill in paragraphs, and plans in essay writing; and (3) a study of Scott's "Ivanhoe," especially with relation to plot-construction.

Course VI. **Second Form Composition.** Weekly.

a. In this course the laws of exposition are studied and several expositions are written. Dryden's "Palamon and Arcite" and George Eliot's "Silas Marner" are made the basis of training in character study and literary taste.

b. Shakespeare's "Merchant of Venice" is the base of this course and is thoroughly studied. The laws of the drama, poetic beauty and character development are discussed in class. Expository and critical essays are written.

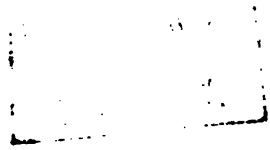
Course VII. **Third Form Composition.** Weekly.

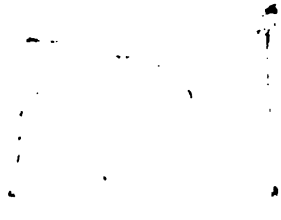
A course in debates is given. The class is organized as a legislative body. Baker's "Principles of Argumentation" is used for reference.

Reading Course: "House of Seven Gables," "Princess," "The DeCoverly Papers."

Course VIII. **Fourth Form Composition.** Weekly.

"The Vicar of Wakefield," "Vision of Sir Launfal," "Rime of the Ancient Mariner," "The Flight of a Tartar Tribe" and





GLIMPSES OF THE LIBRARY

"Lorna Doone" are read and criticised. Papers are prepared on assigned topics.

Course IX. **Elocution.** Weekly. Three Forms.

Instruction in this subject is given in comparatively large classes, and the student always has the inspiration of an audience. The work covered in the course is more properly expressed by the term Development of the Power of Expression, and includes the education of muscular sense, the acquirement of a resonant responsive voice, and the cultivation of literary appreciation. Sufficient attention is given to the right use of the organs of speech to enable the student to acquire good articulation. The method of teaching is conformed to the principle that the body should be the obedient servant of the soul acting in accordance with the direction of the will. Consequently the teacher always appeals to the mind, and rarely calls attention to physical or vocal effect. As in all branches of learning, much depends upon the interest and faithfulness of the student; but to those who desire it the department of elocution offers thorough and scientific training.

Work in mythology, antiquities, administrative systems, and in the *life* of Greece and Rome is presented in a way to convince students that there is nothing more living to-day than the results which spring from the study of the so-called "dead languages."

GREEK.

Course I. **Greek Grammar.** Daily. Two terms.

This course is designed to give the student a thorough knowledge of common forms of Attic prose and fundamental principles of Greek syntax. Practice is given in translation of easy passages of connected Greek as an aid in acquiring the vocabulary. Special attention is paid to the relation of Greek to Latin and English.

Text books: Goodwin's Grammar, White's First Lessons.

Course II. **Xenophon's Anabasis, Prose Composition, Sight Reading.** Daily. Two terms.

Stress is laid alike upon grammar, accurate translation, correct use of English in translating and the historic setting of the narrative.

Text books: Goodwin & White's Xenophon's Anabasis, Books I.-IV., Goodwin's Greek Grammar, Pearson's Greek Prose Composition.

Course III. **Xenophon's Anabasis, Homer's Iliad, Prose Composition continued, Sight Reading, Greek History.** Daily. Two terms.

This course aims to familiarize the student not only with Homeric forms but also with the life and thought of the Homeric times, and to arouse appreciation of the literary value of Homeric poems.

Text books: Pearson's Greek Prose Composition, Keep's

ıd in view the course is arranged as fol-

ılementary Latin. Daily. Two terms.

ill in forms, syntax and vocabulary. Frequent ·ning easy English into Latin. Daily exercises l and sight translation. The text used consists ınd lively passages from ancient history and he connection between Latin and English is hasized.

Collar & Daniell's Latin Reader, Collar's Via

:æsar's Gallic War. Daily. Two terms.

ks are read in historical order. Short daily les- ısed directly on the text previously read. Daily ·ammar. During this course a general survey · is followed by detailed work in syntax. During eks of the course Nepos' Lives are read rapidly.

Greenough's Cæsar, Roberts' Nepos, Mather & position, Allen & Greenough's Grammar.

Cicero and Ovid. Daily. Two terms.

Two-thirds of the course. The four orations ıe, the Manilian Law and Archias. Prose as

Course IV. **Vergil.** Daily. Two terms.

Six books of the Æneid and the Eclogues. Lessons in prosody at the beginning of the course. Assigned readings also in mythology. Careless work is constantly guarded against by repeated work in grammatical construction, and by exercises in prose based upon Cæsar and Cicero. These authors are thus reviewed, and the complete course kept fresh before the student. Roman History is also reviewed.

Text book: Allen & Greenough's Vergil.

MODERN LANGUAGES.

Course I. **French. For beginners.** Daily. Two terms.

The design of this course is to secure familiarity with the elements of grammar, pronunciation, rapid reading of easy prose and the recognition of words and simple phrases when spoken.

Text books: Chardenal's Complete French Course, Super's French Reader, Guerber's Contes et Légendes 1ère Partie, Selected Texts.

Course II. **Advanced French.** Daily. Two terms. Continues upon Course I.

Designed to secure ready translation of moderately difficult French at sight, ready knowledge of advanced grammar, and reasonable facility in the oral and written use of the language.

Text books for 1900–1901: Chardenal's Complete French Course, François' Composition, Dumas' LaTulipe Noire, Mérimée's Colomba, Selected Texts.

Course III. **German. For beginners.** Daily. Two terms.

Designed to secure familiarity with the essentials of accidence and elementary word order and syntax, together with the attainment of ability to translate easy prose at sight and to recognize words and simple phrases when uttered.

Text books: Otis' German Grammar, Bernhardt's Composition, Hewett's Reader, Guerber's Märchen und Erzählungen.

Course IV. **Advanced German.** Daily. Two terms. Continues upon Course III.

Designed to secure knowledge of more advanced grammar, to give students ability to translate ordinary German at sight, and a reasonable facility in the use of the language in oral and written expression.

Text books for 1900–1901: Otis' German Grammar, Althaus' Synopsis of German Grammar, Bernhardt's Composition, Stein's Prose Composition, Hillern's Höher als die Kirche, Rhiel's Der Fluch der Schöneit, Schiller's Wilhelm Tell, Lessing's Minna von Barnhelm, Selected Reading.

Course V. **Spanish. For beginners.** Daily. Two terms.

The design of the Spanish course is parallel to that of the first French course.

Text books for 1900–1901: Edgren's Spanish Grammar, DeVarona's Guide to Spanish Castilian Language, Selected Reading.

MATHEMATICS.

The work in mathematics is planned to meet the requirements for admission to the best colleges and technical schools. At the same time it is made as practical and educational as possible, the ability to pass college entrance examinations not being the main object. The various subjects are taught with two distinct aims: first, to train the reasoning faculties; second, to gain a thorough knowledge of the subjects themselves as absolutely essential to the study of the higher mathematics and the natural sciences. To accomplish these ends the student is

thrown upon his own resources in the solution of a large number of problems and original exercises in algebra and geometry, and much attention is given to rapid review drill in the class room. The use of good English is insisted upon in both oral and written work as absolutely necessary to obtain the best results. *Thoroughness* and *accuracy* are the key words.

Course I. **Algebra.** Daily. Three terms.

The course in algebra extends through three terms. Two terms' work, five times a week, together with proportion and logarithms [see plane geometry] is the minimum requirement for graduation from any course. This work includes the subject of quadratic equations and all that naturally precedes it. The third term, five times a week, covers progressions, permutations and combinations, the binomial formula, indeterminate coefficients, the nature of series, and variables and limits. This term is also required for graduation from the Classical or Scientific Course.

Factoring and the statement of problems are emphasized throughout the entire course.

Text book: Wells' Essentials of Algebra.

Course II. **Geometry.** Daily. Two terms.

Two terms, five times a week, are given to the study of plane geometry. In this course are included the ordinary algebraic work in proportion and the subject of logarithms. Numerous applications of the principles of logarithms are made in the solving of numerical exercises. Original work is required from the start to the finish. The object is to develop independence and originality. For the sake of accuracy and finish each student is required to do in ink from thirty to fifty original demonstrations.

Solid geometry is treated in the same manner as plane geometry.

Text books: Wells' Essentials, and Phillips & Fisher's

Biological Lecture Room.

Biological Laboratory.

Course III. **Geometry and Algebra Review.** Daily. One term.

Fourth Form students in the Classical course are required to take one term in the review of plane geometry and algebra. Naturally, this course is planned as a special preparation for freshman mathematics in college. This term is in addition to two terms of plane geometry and three terms of algebra.

No one text book followed.

Course IV. **Plane Trigonometry.** Daily. One term.

Special emphasis is put upon mastery of the trigonometric functions and of the fundamental trigonometric formulæ.

Facility in the use of logarithms is acquired in connection with the solution of right and oblique triangles.

Text book: Phillips & Strong's Elements of Trigonometry.

Course V. **Plane Surveying.** Daily. One term.

Such portions of plane surveying are covered as will give familiarity with use of the level, compass and transit, and as will give some proficiency in measurement of distances and angles, chain surveying, leveling, land survey computations, plotting, field notes, and dividing land.

Text book: Davies' Surveying (Van Amringe).

THE SCIENCES.

The educational value of scientific studies may well be considered equal to that of the classics, and great care has therefore been exercised in the preparation of the courses here offered. Laboratory work is insisted upon in each course, *but only under careful supervision.*

Course I. **Physiology.** Daily. One term.

This course is required of all First Form students who are not taking the classical course. The skeleton, manikin, models,

charts, alcoholic specimens and histological slides are used, together with dissection of animal organs in the laboratory. Drawings are required and much collateral reading is done by each student.

Text book: Martin's Human Body.

Course II. **Zoology with Laboratory Work.** Daily. One term.

In this course typical animals illustrating the various groups are dissected. Recitations, lectures, drawings and collateral reading supplement the laboratory work. The laboratory is supplied with aquaria, and the museum has one hundred and seventy-eight birds, thirty-four mammals, one hundred insects, besides a miscellaneous collection of alcoholic specimens which are used in the course.

There is a small laboratory tax.

Text book: Jordan & Kellogg's Animal Life.

Course III. **Biology with Laboratory Work.** Daily. One term.

The work in this course is outlined by the teacher. These outlines are based upon Parker's Biology. Each member of the class prepares a set of twenty-five microscopic slides during the term.

Course IV. **Botany with Laboratory Work.** Daily. One term.

In this course each student analyzes fifty different specimens of flowers; collects and draws typical leaves from fifty different kinds of trees in addition to his laboratory work. Selections from Lubbock, Burroughs and others awaken in the student a taste for such literature. A school herbarium, collections of seeds, algæ, woods, and prepared microscopic slides add to the interest of the work. Lectures, recitations and collateral reading make up the rest of this course. Compound microscopes are furnished by the school.

There is a small laboratory tax.

Text books: Spaulding's and Gray's Manuals.

Course V. **Physics with Laboratory Work.** Daily. Two terms.

The course in elementary physics consists of lectures, recitations and work in the physical laboratory. The aim of the laboratory work is to give the student practical experience in scientific processes and to train him "to observe carefully, record accurately, infer justly, and express cogently." The relation of physics to familiar phenomena is strongly emphasized and the *practical* value of this course can hardly be overestimated. It is recommended that students desiring this course shall have completed two terms of algebra and shall have some knowledge of plane geometry. Each student is required to keep a note book containing an accurate record of his work. A laboratory fee sufficient to cover breakages is charged.

Text books: Wentworth & Hill's Physics, Chute's Manual.

Course VI. **Advanced Physics.** Twice a week. Two terms.

A laboratory course in physical measurements with recitations and problems based upon the experiments is offered to those students who have taken two terms' work in elementary physics, either here or elsewhere, as a preparation for such work, and who desire to pursue a course in physics immediately following such preparation. The course will correspond to what is known as the advanced admission requirement in physics at Harvard College. A knowledge of plane geometry and algebra, and a familiarity with the notation used in trigonometry are necessary. A student completing the course will be credited with one term's study toward graduation. Those who intend to pursue courses in physics, chemistry, or engineering in higher institutions are advised to elect this course.

Laboratory Manual: Sabine's Advanced Physics. Reference: Deschanel and Ames.

Course VII. **General Chemistry and Qualitative Analysis.** Daily. Two terms.

The work in chemistry during the first term is devoted to general study of inorganic chemistry. Experiments in the laboratory are supplemented by lectures and recitations. Much attention is paid to the solution of elementary chemical problems and, later in the term, to chemical theory. This course prepares the student for qualitative analysis, which is taken up in the laboratory during the second term. The laboratory work is supplemented by continued drill in problems and by the systematic study of chemical reactions. Students looking toward the study of medicine will find this course of great practical value.

Each student is required to keep a record of the results of his work in a note book.

Text books: Remsen's Chemistry, Prescott and Johnson's Qualitative Analysis, Newell's Chemical Problems, Dickerson's Laboratory Manual.

Course VIII. **Geology.** Daily. One term.

The course in geology is divided into two parts. The first part consists of a study of the principal forms of crystallization in the different systems, by means of a set of two hundred pearwood models, followed by a study of minerals and rocks from the museum and fields. The second part is a study of dynamical geology as illustrated by the action of geological agents upon the surrounding country. The location and environment of the school make this course of great interest and profit.

Text book: Dana's Geology (Revised).

Course IX. **Astronomy.** Daily. One term.

An elective course of one term is offered in elementary astronomy. The work is made more descriptive than mathematical. A knowledge of elementary algebra and geometry is

PHYSICAL LECTURE ROOM.

CHEMICAL LABORATORY.

HISTORY AND ECONOMICS.

Course I. **Greek and Roman History.** Daily. One term.

This course is intended to give such a knowledge of Greek and Roman history as is required for admission to the best colleges. Accuracy and exactness are encouraged by frequent ten-minute tests. Prominence is given to Greek and Roman geography.

Text book: Myer's Ancient History.

Course II. **Mediæval History.** Daily. One term.

This course, in one term, carries mediæval history from the fall of Rome to the discovery of America. The recitation is used largely for explanation and amplification of the text and for the reading and discussion of reports by the students. About two such reports will be presented for every three recitations.

Text book: Myer's Mediæval and Modern History.

Collateral works: Kingsley's Roman and the Teuton, Emerton's Introduction to the Middle Ages, Michaud's Crusades, Creasy's Fifteen Decisive Battles, Hallam's Middle Ages, Symond's Age of the Despots, Bryce's Holy Roman Empire, Fiske's Discovery of America.

Course III. **Modern European History.** Daily. One term.

This is a continuation of mediæval history and extends from the discovery of America to the present time. The study runs for the same period and is conducted in the same manner as Course II.

The following is a partial list of collateral works: D'Aubigne's History of the Reformation, Motley's Rise of the Dutch Republic, Carlyle's Frederick the Great and French Revolution, Steven's French Revolution, McCarthy's History of our Own Times, and Scribner's Epochs of History series.

Course IV. **Civil Government.** Daily. One term.

At the recitations in this subject frequent reports are presented based upon collateral reading. Current politics and present political problems receive considerable attention.

Text books: Fiske's Civil Government and Bryce's American Commonwealth. (Ab. ed.)

Course V. **Political Economy.** Daily. One term.

In this course the subject of money is thoroughly treated. Bimetallism, national and international, and the currency laws of the United States are studied somewhat at length. The tariff, theoretical and historical, also receives considerable attention.

Text book: Walker's Political Economy (Briefer course), with references to other authorities.

Course VI. **English History.** Daily. One term.

This course is offered every other term. Much collateral work is required in the standard English histories.

Text book: Montgomery's English History.

Course VII. **Advanced U. S. History.** Three times a week. Two terms.

This course is open with restrictions to those who have passed preparatory United States history. It covers a period extending from the Revolutionary War to the election of President Garfield, and aims to give, besides the general history of the period, a critical knowledge of the lives of the great men, detailed information in regard to the Revolutionary and Civil Wars and a mastery of the problems of the social and political life of the times.

No text book is used, but courses of reading are followed under the direction of the instructor and each student is expected to present articles upon assigned topics.

Collateral works: Works of McMaster, Fiske, Schouler and Rhodes, American Statesmen Series, Scribner's Battles of the Civil War, Century War Articles, Blaine's Twenty Years in

Congress, Nicolay & Hay's History of Linco'n, Grant's Memoirs and others.

ETHICS AND PSYCHOLOGY.

Ethics. Daily. One term.

Lectures and recitations three times a week and a two-period seminar once a week. The course includes a study of the phenomena of personality, the moral consciousness, conscience, will, virtue, etc.; a brief review of the principal types of ethical theory, with special reference to doctrines of the supreme good and the ultimate ground of obligation; an analysis of the ethical teachings of Jesus Christ, and, finally, in the light of these teachings, a practical study of duty. The theme for the seminar will be: "The application of the moral law of Christ to the life and practice of the present day." Problems in private and public morals will be assigned for special investigation and at the weekly meeting reports of work done will be received and discussed.

Psychology. Daily. One term.

BOOKKEEPING.

Daily. One term.

Both single and double entry are taught, the work being very practical in character. The student engages in actual business transactions with his classmates, making out all the papers connected with the transactions, and keeping the necessary books. Those who show their fitness may be taken into the cashier's office to do work with the school books.

DRAWING.

Weekly. Two terms.

sentative, decorative and constructive drawings. The mechanical side of free-hand drawing is given the largest place in the work of the course. Care is taken to teach the principles of symmetry, proportion and beauty of outline. No text book is used.

Studio work is offered for those desiring it.

PENMANSHIP.

Weekly. One term.

Both the vertical and Spencerian systems are taught. Every student, unless he has done satisfactory work in class, is required to take an annual examination in the subject.

MUSIC.

Vocal music is a required study for all students to the end of the Second Form.

Instruction is given in classes by special teacher, without extra charge.

Preparatory Course. Twice a week. First term.

The scale is introduced in the key of C, first by imitation, then from call, after which the Italian plan of giving each tone a name is followed.

RESPIRATION.

Great care is exercised in the first lessons with regard to the correct manner of using the respiratory as well as the vocal organs.

SIGHT READING AND SINGING.

Beginning with the key of C, almost the entire theory of musical notation is taught while the class is studying that key, but frequent exercises are interspersed for the practice of *reading*, with *do* on other degrees than C. The absolute pitch names are learned in all staffs and the minor key and scale introduced.

Preparatory Course. Twice a week. Second term.

Continues the study of the minor scale and minor key, in relation to the major key. The study of intervals is begun and the practice of chords, with an explanation of their construction and character.

Text book: Palmer's Graded Studies. The method of instruction is adapted from Dr. Palmer's Class Method.

First Form. Twice a week.

In this course the singing of chords as well as the writing of them is continued, and all keys are introduced and carefully practiced. The instruction is in voice culture and singing as well as in sight reading. Correct style of chanting is taught, also directing.

Second Form. Weekly.

In this course the time is employed chiefly in singing in chorus and quartets and in miscellaneous drill.

Instrumental Music and Voice Culture.

Private lessons on the piano and pipe organ and in voice culture are provided for those who desire them. For these lessons an additional charge is made.

PREPARATORY DEPARTMENT.

ARITHMETIC.

Here the aim is to master the essential principles, and to make the work as practical as possible. Artificial and improbable examples are avoided.

Daily. First term.

Fractions, common and decimal, denominate numbers and the metric system, involution and evolution, mensuration, ratio and proportion, as far as percentage.

Daily. Second term.

Percentage, interest, discount, exchange, equation of payments, stocks and bonds.

Text book: Wells' Academic Arithmetic.

ENGLISH GRAMMAR.

Daily. Two terms.

The course is intended as a foundation for future English work and must be finished before Rhetoric or Latin is begun. Thorough drill is given in the parts of speech and all grammatical construction. More emphasis than usual is put on the analysis of sentences and the correction of errors in the use of English.

Text book: Reed and Kellogg's English Grammar.

UNITED STATES HISTORY.

Daily. One term.

This covers as fully as is practicable in one term the entire history of our country. Only the more prominent characters and the most important events of the periods of discovery, of colonization, and of colony life are touched upon. Importance is laid upon the causes and the history of the Revolutionary War, upon the Critical Period, upon the great constitutional and political measures and events of the National Period, upon the slavery struggle, and upon the Civil War. The text is supplemented by frequent talks and lectures.

Text book: Fiske's United States History.

GEOGRAPHY.

Daily. One term.

The course in geography takes up the study of the physical features of the Grand Divisions, paying particular attention to the productions and manufacturing industries of each continent.

In connection with the study of the political divisions, reference is made in class work and by special topics to the history and progress of the nations. Globes and maps are used in illustration of the work, while map drawing is required.

Text book: Barnes' Complete Geography.

COMMENCEMENT EXERCISES.

June 10-13, 1899.

Allen Prize Declamation, Saturday, 7:30 P. M., June 10.

Commencement Sermon, . Sunday, June 11
Mr. D. L. Moody.

Class Day Exercises, Monday, 10 A. M., June 12

Commencement Day, Tuesday, 11 A. M., June 13

Address by Rev. George Adam Smith, D. D., Glasgow.

Presentation of Diplomas to members of Graduating Class.

Awarding of Prizes.

Charles L. Harrell Prizes for Improvement Penmanship.

1st prize, Kin Laon.
2d prize, Harlan P. Hall.
3d prize, Abel W. Atwood.

Prize Essay on the "Inspiration of the Bible."

Thomas Rowan.

Class of '98 Prize for Improvement in Spelling.

John I. Anderson.

For the Best Reading of I Cor., 13th Chapter.

John F. Coleman.

Scott Prizes for Best Work in the Psalms.

1st prize, John T. Maylott.
2d prize, William C. Godden.
3d prize, George H. Beaman.

D. L. Moody Prizes in Bible.

3d, three equal prizes to George W. Gale, John F. C[illegible] six-
man, and Walston B. Southwick.

4th, six equal prizes to Philip H. Clifford, Edwin [illegible] D.
Harvey, Rudolph Schweizer, Edward H. Griff[illegible] hs
Edward A. Peterson, and Albert McClain.

PREPARATORY BIBLE (first term), Junior (second term).

1st prize, George H. Beaman.
2d prize, John H. Frey.
3d prize, George W. Denton.

PREPARATORY BIBLE.

1st prize, Arvid Johnson.
2d prize, John I. Anderson.
3d prize, Newell A. Newton.
4th, four equal prizes to Clifford Stockwell, Albert [illegible] W.
Kinmonth, Henry W. Fisher, and Carroll C. Ro[illegible] in-
son.

ELECTIVE BIBLE—Romans.

1st prize, Ellis E. Jones.
2d prize, John T. Maylott.

NORMAL BIBLE.

1st prize, William C. Godden.
2d prize, Herbert C. Miller.

Prize in Laboratory Physics.

John J. Grabe.

Scofield Prize for the Best Reading of Scripture.

1st prize, Frederick W. Harding.
2d prize, Ellis W. Jones.

Prizes in Oratory, February 22, 1899.

1st prize, Frederick W. Harding.
2d prize, Martin Prucha.
Honorable Mention, Isaac Mershon.

Alumni Prize Debate, May 8, 1899.

1st prize, John F. Coleman.
2d prize, Frank B. Keiver.
3d prize, Martin Prucha.

Prize Essay on Student Life at Mount Hermon.

Theodore D. A. Riggs.

Colportage Prize.

Maurice S. Safford.

For Best Drawings in Biology.

Laurence B. Clapp.

For Best Drawings in Botany.

Two equal prizes to William C. Billings and Hugh T. Lawrence.

COMMENCEMENT EXERCISES.

April 21-23, 1900.

Class Day Exercises, Saturday, 2 P. M., April 21

Allen Prize Declamations, Saturday, 7:30 P. M., April 21.

Commencement Sermon, . Sunday, April 22

Rev. C. I. Scofield.

Commencement Day, Monday, 11 A. M., April 23

Address by Rev. Alexander McGaffin, Brooklyn.

Presentation of Diplomas to members of Graduating Class.

Awarding of Prizes.

The Prizes awarded were as follows:

Cambridge Prize.

Divided equally between Harold Irving Gardner and John Horace Safford.

Allen Prizes in Declamation.

1st prize, John E. Flemming.
2d prize, Frederick W. Harding.
Mrs. Frank Wood Prize, Clement Richardson.
4th prizes, Nestor Matson, Harrison L. Packard, Timeson.

Class of '98 Prize for Greatest Improvement Spelling.

Philip Porter.

Prizes for Greatest Improvement in Penmanship—

1st prize, Edward S. Howe.
2d prize, Roscoe W. Thompson.

Hazzard Prizes in English. Five equal prizes.

For best essay in English Literature. Subject: Lowell's Vision of Sir Launfal. Harold I. Gardner.
For best essay in Rhetoric. Subject: What it is to write good English. Ward D. Humiston
For best essay in Third or Fourth Form Composition. Subject: Hawthorne's House of Seven Gables. Paul Weiss.
For best essay in Second Form Composition. Subject: Shylock. Cecil W. Pocock.
For best essay in First Form Composition. Subject: Scott's Lady of the Lake. W. Finney Tyler.

Prizes in Oratory, February 22, 1900.

B. P. Dwight Prize in Chemistry. Fo laboratory work.

Charles H. Fisher.

George Brereton Prizes for best selection of proverbs from the Book of Proverbs.

1st prize, Henry K. Vye.
2d prize, Willard L. Pratt.

D. L. Moody Prizes in Bible.

FOURTH FORM. Two prizes.

1st prize, Leroy Towne.
2d prize, John H. Safford.

THIRD FORM. Three prizes.

1st prize, Gustavus H. Robinson.
2d prize, Thomas Rowan.
3d prize, William H. Blackman.

SECOND FORM. Five prizes.

1st prize, James A. Cunningham.
2d prize, John J. Howard.
3d, three equal prizes to George H. McCrea, Pl Clifford, Fred H. Pond.

FIRST FORM. Nine prizes.

1st prize, William W. Catherwood.
2d prize, Howard M. Wilcox.
3d, three equal prizes to Preston F. Nichols, O Noon, John G. Rea.
5th, four equal prizes to De Forest E. Martin, Leitch, George S. Bliss, Gustaf J. Johnson.

FIRST FORM (Fall term), SECOND FORM (Winter te Two prizes.

1st prize, Willard L. Pratt.
2d prize, William S. Middlemass.

PREPARATORY (Fall term), FIRST FORM (Winter term)
Five prizes.

1st prize, Albert Marquardt.
2d prize, C. Walter Bishop.
3d, three equal prizes to Henry E. Joy, Vincent Shinkle, Henry K. Vye.

PREPARATORY. Seven prizes.

1st prize, W. Finney Tyler.
2d, two equal prizes to Ralph G. Moody and James McConaughy.
3d, four equal prizes to Joseph Prucha, Louis F. Berry, John H. Hann, Herbert W. Bailey.

GREEK TESTAMENT. Two prizes.

1st prize, Fraser L. McLeod.
2d prize, Theodore D. A. Riggs.

COMMENCEMENT EXERCISES.

August 21, 1900.

Commencement Day, Tuesday, 3 P. M., August 21

Address by Rev. G. Campbell Morgan of London, followed by Rev. F. B. Meyer of London, Dr. Henry G. Weston of Crozer Theological Seminary, and Dr. T. N. Barnardo of London.

Presentation of Diplomas to members of Graduat-

TEXT BOOKS.

Arithmetic, Wells' Academic.
English Grammar, Reed and Kellogg's.
United States History, Fiske's.
Geography, Barnes'.
Book-keeping, Gay's.
Algebra, Wells' Essentials.
Geometry, Wells' Essentials and Phillips and F
Trigonometry, Phillips and Strong's.
Astronomy, Todd's New.
Surveying, Davies' (Van Amringe).
Physiology, Martin's.
Biology, Parker's.
Botany, Gray's Manual and Spaulding's Lab
Manual.
Zoölogy, Jordan and Kellogg's Animal Life.
Geology, Dana's Revised.
Physics, Wentworth and Hill's Physics,
Manual.
Chemistry, Remsen's Chemistry, Prescott an
son's Qualitative Analysis.
Newell's Chemical Problems.
Dickerson's Laboratory Manual.
Ancient History, Myer's.
Mediæval and Modern History, Myer's.
English History, Montgomery's.

Ethics, General Works in Library.
Rhetoric, Scott and Denney's Composition-Rhetoric.
English and American Literature, Pancoast's Introduction to English Literature.
George's Types of Literary Art.
Crawshaw's Interpretation of Literature.
Latin Grammar, Allen and Greenough's.
Latin, First Book, Collar and Daniell's.
Via Latina, Collar's.
Latin Composition, Mather and Wheeler's.
Cæsar, Greenough's.
Nepos, Robert's.
Cicero, Greenough's.
Vergil, Allen and Greenough's.
Ovid, Kelsey's.
Greek Grammar, Goodwin's.
Greek Lessons, White's.
Greek Composition, Pearson's.
Xenophon, Goodwin and White's.
Homer, Keep's.
French Grammar, Chardenal's Complete French Course.
French Reader, Super's.
German Grammar, Otis'.
German Composition, Bernhardt's and Stein's.
German Reader, Hewett's.
Bible: Good English Bible with References and Helps.
Revised Version.
Concordance, Cruden's or Walker's.
Various Reference Books on Different Courses.

ossley Hall.

Overtoun Hall.

ALUMNI.

CLASS OF '87.

ELMER, ALTON D.	Northfield, Mass.
FLEET, SYDNEY R.	"Lowell Citizen," Lowell, Mass.
HYDE, REV. THOMAS B.	64 Isabella St., Toronto, Can.
MOODY, WILLIAM R.	East Northfield, Mass.
TIFFANY, FRANK M., M. D.	130 South St., Stamford, Conn.

CLASS OF '88.

COYLE, REV. THOMAS	Twenty-third St. and Colby Ave., Everett, Wash.
CRITCHLOW, FRANK L.	Johns Hopkins University, Baltimore, Md.
HOLBROOK, WILLIAM F.	Keene, N. H.
HUNTTING, HENRY R.	Johnson's Bookstore, Springfield, Mass.
MOODY, AMBERT G.	East Northfield, Mass.
NEWTON, FREDERICK E.	Phillips Academy, Andover, Mass.
RICHARDSON, REV. CHARLES F.	704 First Ave. South, Great Falls, Mon.
SCHWAB, REV. S. HERMAN	Cor. 31st Pl. and Cent. Ave. Chicago, Ill.
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WILLIAMS, REV. WILLIAM H.	Leominster, Mass.

CLASS OF '89.

ANDERSON, REV. SAMUEL D. .	Divinity School, New Haven, Conn.
BAKER, REV. THOMAS N. . .	35 Foote St., New Haven, Conn.
BISHOP, GEORGE W.	Care of Thompson & Son, 700 Carlson Ave., Beloit, Wis.
BLANCHARD, MARK	Tamaroa, Ill.
DOOLITTLE, HERBERT E. . .	East Northfield, Mass.
FLEET, S. BERTRAM	195 Devonshire St., Boston, Mass.
GRAVELY, REV. JOSHUA . . .	3406 Downing Ave., Denver, Col.
HAWKES, ALBERT S.	Theological Seminary, Hartford, Conn.
HOLTON, HARRY C.	Mount Hermon, Mass.
MCGAFFIN, REV. ALEXANDER .	Second Presbyterian church, corner Clinton and Remsen streets, Brooklyn, N. Y.
TILDSLEY, JOHN L.	168 West One Hundred and Fifth St., New York City.
WALKER, SAMUEL E. . . .	East Northfield, Mass.

CLASS OF '90.

BAINES-GRIFFITHS, REV. DAVID	621 Orville Ave., Kansas City, Kan.
BARKER, JR., WESLEY E. . .	253 Broadway, New York City.
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COLHOUN, EDMUND R. . . .	
DANIELS, JOHN E.	Staff of Boston Post, Boston, Mass. 18 Boylston St.
GREEN, GERVASE, PH. D. . .	Yale University, New Haven, Conn. 136 Sherman Ave.
HAYWARD, HARRY	Penn. State College, State College, Pa.
HUGHES, DAVID A., PH. D. .	Illinois College, Jacksonville, Ill. 573 W. State St.

McDowell, Rev. John	538 Jefferson Ave., Detroit, Mich.
Morgan, Joseph E.	435 Kansas Ave., Topeka, Kan.
Morrison, Charles F	The Retreat, Oxford, O.
Turner, George E.	Western Electric Co., New York City.
Woodhouse, George	318 West Fifty-seventh St., New York City.
Yarrow, Rev. Sydney R.	Mill Valley, Cal.

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Bayliss, Frank D.	Musical String Co., New Brunswick, N. J.
Bliss, Jesse L., M. D	255 High St., Holyoke, Mass.
Carlson, Gustaf B.	Middletown, Conn.
Caton, Rev. J. Collings	Lawyersville, Scoharie Co., N. Y.
Chamberlain, George M., M. D.	Flower Hospital, New York City.
Church, Ulysses G.	36 North Main St., Waterbury, Conn.
Dechant, Charles E	Collegeville, Pa.
Fisk, Charles L.	1041 South Horne St., Chicago, Ill.
Graves, Walter C.	200 Market St., Chicago, Ill.
Hartzler, Rollin Z.	204 South Duke St., York, Pa.
Newcomb, Rev. Edward H	South Portland, Me.
Platt, Benjamin M.	50 Institute Place, Chicago, Ill.
Waples, Jr., E. Carl	Dental Department, University of Buffalo, Buffalo, N. Y.
Watson, Richard L.	Mount Hermon, Mass.

CLASS OF '92.

*Brandon, John L. . . .	
Budington, Robert A. . . .	Columbia University, New York City.
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Chan Loon Teung	Foo Chow College, Foo Chow, China.
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Gillespie, Rev. Harry . .	Copley, Pa.
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Hazen, Robert, M. D. . .	Boston City Hospital, Boston, Mass.
Hills, Robert W.	Mechanicsville, N. Y. (Fitchburg R. R.)
Hughes, Robert L.	University School, Dearborn Ave. and Elm Street, Chicago, Ill.
Lane, Rev. Edward G. . .	1832 Spruce St., Boulder, Col.
*Long, Fred W.	
Love, Rev. Frank T. . . .	Averill Park, N. Y.
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Palmer, Rev. Burton M. . .	Benicia, Cal.
Reckard, Hiram L.	910 Canton St., Baltimore, Md.
*Reed, William D.	
Ritter, Dr. Thomas J. . .	5 Goulding St., Worcester, Mass.
Sheldon, John L.	Department of Botany, Univ. of Nebraska, Lincoln, Neb.
Storner, Rev. George . . .	Bradford, McKean Co., Pa., 2 Church St.
Wheeler, Edwin M., M. D. .	Fowlerburg, Md.
Yarrow, P. Walter . . .	Montevideo, Minn.

*Deceased.

CLASS OF '93.

BROOKS, REV. CHARLES A. . .	Knowlesville, N. Y.
CALHOUN, JOSEPH S.	First National Bank, Cartersville, Ga.
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CHAN, KWONG KUE	314 Classon Ave., Brooklyn, N. Y.
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REXFORD, WALTER D. . . .	Las Vegas, New Mexico.
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SIPPERLEY, JOHN G.	Troy, N. Y. (Postoffice.)
SNOW, CHARLES L.	Wellington, Conn.

CLASS OF '94.

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Collins, William L. B.	Harrisville, N. H
Crowell, Chester B.	Brattleboro, Vt.
Dammes, Thomas W.	41 East Sixty-Ninth St., New York City.
Dean, Lee G.	Berwyn, Ill.
Doolittle, Amasa L.	374 State St., New Haven, Conn.
Doolittle, Fred H.	East Northfield, Mass.
Fulton, Rev. Albert C.	Kennebunk, Maine.
Gleason, Alson H.	29 Franklin St., Millford, Mass.
Goodrich, A. Burdette	Glastonbury, Conn.
Hardy, William S.	Hardy Music Publishing Co. Haverhill, Mass.
Hayes, Abner P.	P. R. R. Weather Office, Pittsburg, Pa.
* Hodgdon, Harry A.	
Hoelle, Christian	Waldstetten, Balingen, Würtemburg, Germany.
Julin, C. Edward	Associated Press, New Haven, Conn.
Lewis, Joseph E.	27 Spring St., Hartford, Conn.
Lind, John E.	E. Lunenburg, Mass.
Lotz, John H.	St. Paul's School, Garden City, N. Y.
Maynard, Jr., James T.	Kurn Hattin Home, Westminster, Vt.
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Morell, William B.	9 Boerum Ave., Flushing, N. Y.
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* Wheeler, Michael E.	
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Young, Fred	25 Wabon St., Roxbury, Mass.

CLASS OF '95.

Camp, John P.	Wells, Herrick & Hicks, Brokers, Wall St., New York City.
Connell, Walter G.	Bridgewater, Mass.
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Fowler, Fred W.	343 W. Twenty-third St., New York City, N. Y.
Fuller, Robinson S.	Care E. A. Gunther, Sorata, Bolivia, S. A.
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Johnston, Charles E.	Westmoreland, N. Y.
McConnico, A. J.	"Providence Journal," 41 Angell St., Providence, R. I.
* McKinley, George G.	
Merrett, George P.	Williamstown, Mass.
Philips, Leo A.	Central Y. M. C. A., Chicago, Ill.
Rastall, Ernest S.	56 Fifth Ave., Chicago, Ill.
Read, Fred S.	41 Angell St., Providence, R. I.
Schutte, Louis H.	Delaware Academy, Delhi, N. Y.
Simmons, Frank E.	Princeton Theological Seminary, Princeton, N. J.
Wilcox, Harry A.	Pittston, Pa.
Winchell, Carl S.	67 Cambridge Place, Brooklyn, N. Y.
Woolsey, George S.	Livingston Manor, Sullivan County, N. Y.

*Deceased.

CLASS OF '96.

BARTLE, CHARLES F.	Ruggles St. Baptist Church, Boston, Mass.
BROWN, WILLARD E	Y. M. C. A., Hartford, Conn
CAREY, EDGERTON S.	Syracuse Medical College, Syracuse, N. Y.
DOUGLASS, GAYLORD W	Mount Hermon, Mass.
*GROUT, ERNEST C.	
HUME, WILLIS P.	Auburn Theological Seminary, Auburn, N. Y.
MACDOWELL, SAMUEL	Princeton Theological Seminary, Princeton, N. J.
MCKINNEY, WILLIAM A.	Rochester Theological Seminary, Rochester, N. Y. 300 Alexander St.
NASH, FRED J.	3 Merrimac St., Worcester, Mass.
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PETT, ALFRED W.	Baltimore Medical School, Baltimore, Md.
RICHMOND, WILLIAM A.	Freedom, Me.
SMITH, HARRISON P.	East Northfield, Mass.
SMITH, CHESTER F. L	35 Forest St., Roxbury, Mass.
SPAULDING, WALTER L	Springfield, Mass., 20 Dexter Street.
STICKNEY, CARL C.	Wesleyan University, Middletown, Conn.
WALDRON, WILLIAM	Company I, 4th Infantry, Manila, P. I.

CLASS OF '97.

ANDREWS, BARTON F.	352 W. Fifty-fifth St., New York City.
BARRUS, GEORGE W.	154 Lincoln Ave., Detroit, Mich.

BARTLETT, EDWIN N. . . .	North Guilford, Conn.
BRUCE, CHARLES O.	Mount Hermon, Mass.
ELLIOT, CHARLES	Oberlin College, Oberlin, O.
FRENCH, WILLIAM E. . . .	Wesleyan University, Middletown, Conn.
GRAY, HARRY S.	Yale University, New Haven, Conn. 128 High St.
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STONE, HERBERT S.	East Northfield, Mass.
TRAVIS, THOMAS	Princeton Theological Seminary, Princeton, N. J.
WALDRON, CHARLES E. . . .	Wesleyan University, Middletown, Conn.
WALDRON, JOHN D.	Hawaiian Island.
YARROW, ERNEST A. . . .	Wesleyan University, Middletown, Conn.

CLASS OF '98.

ALLING, MORRIS E.	Brown University, Providence, R. I. 60 University Hall.
BALDWIN, BURTON J. . . .	Wesleyan University, Middletown, Conn.
BEST, JOHN	Kenton, Mich.
BURKE, WARREN J.	Amherst College, Amherst, Mass.
CHAPIN, EDWARD H. . . .	Y. M. C. A., Governor's Island, N. Y.
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HOLMES, JEREMIAH	Brown University, Providence, R. I. 60 University Hall.
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KEEVER, ELMER W.	Care of Brown, Durrell & Co., 104 Kingston St., Boston, Mass.
MCCONNICO, SAMUEL E.	Vaiden, Miss.
MEADER, FRED M.	88 Wyllys Ave., Middletown, Conn.
NATSCH, HENRY	Brown University, Providence, R. I. 58 University Hall.
PIERCE, CLARENCE A.	Wesleyan University, Middletown, Conn.
SMITH, HUGH A.	473 St. Vincent St., Glasgow, Scotland.
TOMPKINS, HARRY W.	Yale University, New Haven, Conn. 277 Crown St.
WALLACE, FREDERICK W.	Crozer Theological Seminary, Chester, Pa.
WARNER, CARL G.	Mount Hermon, Mass.
YOUNG, JAMES C.	Amherst College, Amherst, Mass.

CLASS OF '99.

ANDREWS, WARREN B.	College of Physicians and Surgeons, New York City.
BAESLACK, FREDERICK W.	Amherst College, Amherst, Mass.
BRERETON, SAMUEL M.	Yale University, New Haven, Conn.
BRUCE, HERBERT S.	2142 Fifth Ave., New York

CHAPIN, WINFRED E.	2 Washington St., Hartford, Conn.
DALE, FRED R.	46 Carrera St., St. Augustine, Fla.
DRURY, HAROLD W.	Brown University, Providence, R. I. 58 University Hall.
EVANS, WILLIAM H	Massachusetts Institute of Technology, Boston, Mass. 414 Columbus Ave.
FREEMAN, EATON B.	Crozer Theological Seminary, Chester, Pa.
HIGGINBOTTOM, SAM	Amherst College, Amherst, Mass.
HURST, GEORGE S.	Yale University, New Haven, Conn.
LISTMANN, GUSTAV L.	Y. M. C. A., Winsted, Conn.
NEVILLE, ROY A.	East Northfield, Mass.
NORTON, WILLIAM J.	120 Montague St., Brooklyn, N. Y.
PIKE, WILL H.	South New Berlin, New York.
PRUCHA, MARTIN	Wesleyan University, Middletown, Conn.
ROGERS, J. DWIGHT	Lehigh University, South Bethlehem, Pa. 452 Chestnut St.
SMITH, MARSHALL M.	Meredith, N. Y.
SMITH, RICHARD M.	Williams College, Williamstown, Mass.
THOMPSON, THOMAS B.	601 Broad St., Beloit, Wis.
TOTTEN, JAMES	Philippines. Address, Box 1333, New Haven, Conn.
VAN SICKLE, B. BERTRAND	Lehigh University, South Bethlehem, Pa. 452 Chestnut St.
WITHERELL, GEORGE A.	Massachusetts Agricultural College, Amherst, Mass.
WOLCOTT, NEWTON A.	Lehigh University, South Bethlehem, Pa. 452 Chest-

CLASS OF 1900. (April.)

ABEL, MELBOURNE T. . . .	Amherst College, Amherst, Mass.
BATCHELOR, CHARLES B. . .	Columbia University, New York City. Address: care Boys' Dep't., Y. M. C. A., Fifty-Sixth St.
BEST, JOSEPH	Dunham Medical School, Chicago, Ill. 320 So. Wood St.
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CLARK, ROSCOE G. . . .	Syracuse University, Syracuse, N. Y.
FRANCIS, CHARLES W. . .	Greenfield, Mass.
GAINES, THOMAS R.	Yale University, New Haven, Conn. 103 Park St.
GARDNER, HAROLD I. . . .	Yale University, New Haven, Conn. 40 Lake Place.
GRABE, JOHN J.	Lehigh University, South Bethlehem, Pa. 452 Chestnut St.
HEDIN, CARL J.	Dartmouth College, Hanover, N. H.
KENDALL, LEON M.	Fairlee, Vt.
KRUG, ADOLPH N.	Amherst College, Amherst, Mass.
MACMILLAN, THOMAS D. . .	Lehigh University, South Bethlehem, Pa. 452 Chestnut St.
MCLEOD, FRASER L.	Princeton University, Princeton, N. J.
MERSHON, ISAAC S. . . .	Prospect Plains, N. J.
MILLER, HERBERT C. . . .	Yale University, New Haven, Conn. Yale Hall.
NORTON, CHARLES C. . .	Wesleyan University, Middletown, Conn.
PAYNE, JOSEPH	Baltimore Medical College, Baltimore, Md.

PUTNAM, HARRY W.	University of Michigan, Ann Arbor, Mich., Dental School. 331 E. Kingsley St.
RICE, HARRY I. B.	Yale University, New Haven, Conn.
RIGGS, ERNEST W. . . .	Princeton University, Princeton, N. J.
RIGGS, THEODORE D. A. . .	Princeton University, Princeton, N. J.
SAFFORD, JOHN H	Lehigh University, South Bethlehem, Pa. 452 Chestnut St.
SINCLAIR, WILLIAM . . .	Princeton University, Princeton, N. J.
TOWNE, LEROY M. . . .	Brown University, Providence, R. I. 38 Benevolent St
VANDERBILT, EARL . . .	Brown University, Providence, R. I. 38 Benevolent St.

CLASS OF 1900. (August.)

CLAPP, LAURENCE B.	Cornell University, Ithaca, N. Y.
MILLIKEN, EDWARD R. . . .	Pomona College, Claremont, Cal.
NEWELL, GEORGE M.	Wesleyan University, Middletown, Conn.
RICHARDSON, AUSTIN L. . .	Westminster, Vt.
SCHUTT, EDWIN H.	Wesleyan University, Middle-

ENTRANCE EXAMINATIONS.

January, 1900.

ARITHMETIC.

1. Which is the greater $\frac{20}{17}$ or $\frac{25}{23}$? $\frac{4}{5}$ of $\frac{5}{6}$ or $\frac{3}{4}$ of $\frac{4}{5}$?
2. How many jars, each containing 2 gals. 3 qts. 1 pt. 3 gi. can be filled from a cask containing 285 gals.?
3. A farmer gives to his son $\frac{12}{25}$ of a farm, and the remainder to his daughter. If the difference between their shares is 780 acres, how many acres are there in the farm, and how many does the daughter receive?
4. If salt water from a mine of rock salt contains .09 of its weight of pure salt, what weight of water is it necessary to evaporate in order to obtain 4734 pounds of salt?
5. The price of 8 casks of olive oil, containing each 9.05 hl., is $1072. What will be the price of 20 l.?
6. A house worth $15,000 sustains loss by fire to the amount of $3840. What is the rate per cent of loss?
7. At $1\frac{1}{2}$ per cent commission an agent receives $97.29 for selling goods. Find the amount of the sale.
8. What income will be obtained from $5125 invested in 6 per cent stock, at $102\frac{1}{2}$?
9. Find the proceeds of the following note:

   $500. Chicago, July 9, 1883.
   Ninety days from date, for value received, I promise to pay to the order of John Hogan, Five Hundred Dollars, with interest at 9 per cent. JOHN FOSTER.

   Discounted at 6 per cent July 24, 1883.
10. Find the interest on $1272 from July 12, 1890, to February

ENGLISH GRAMMAR.

1. Define and illustrate the parts of speech.
2. Write sentences to illustrate:
   a. Clause used adverbially.
   b. Infinitive phrase.
   c. Noun to denote measure or value.
   d. Pronoun as indirect object.
   e. Noun clause used as object complement (direct object).
   f. Participle as attribute complement (subjective complement).
3. Analyze very carefully, giving reasons for every statement:
   a. "To restore order and repose to an empire so great and so distracted as ours, is, merely in the attempt, an undertaking that would ennoble the flights of the highest genius and obtain pardon for the efforts of the meanest understanding."—*Burke.*
   b. "My strength is as the strength of ten
   Because my heart is pure."—*Tennyson.*
4. Decline in both numbers: I, who, he, they, it.
5. Correct, giving reasons.
   a. Your coat sets well.
   b. If it is them, I ain't going to do it.
   c. Can I speak to you?
   d. These kind of people will never be satisfied.
6. Give the plural of *gas*, *family*, *bench*, *gallery*, *news*, *genius*, *peace*, *stepson*.
7. Give the feminine forms of *sultan*, *earl*, *nephew*, *beau*, *duke*, *czar*, *man-servant*.
8. Compare: *empty*, *beautiful*, *happily*, *bad*, *little*, *sweet*, *wooden*.
9. *a.* Distinguish between transitive and intransitive verbs and illustrate by sentences.
   b. Give the principal parts of *learn*, *ride*, *lie*, *see*, *saw*, *hang*, *dig*, *put*, *lay*, *sit*.
10. *a.* Conjugate the verb *eat* in the indicative and subjunctive active.
    b. Conjugate the verb *freeze* in the indicative passive.

ENGLISH COMPOSITION.

1. Punctuate and capitalize the following, giving reasons for each change:

   a. Pandora what are you thinking of exclaimed he.

   b. From this dismal hole he took a bag of gold coin a gold cup a heavy golden bar or a peck measure of gold dust.

   c. tap tap went the staff on the kitchen floor nor did it rest until it had stood itself on end with great gravity beside Mercurys chair.

2. Correct the following, giving your reasons:

   a. When will we meet again?

   b. The captain was only saved by clinging to a raft.

   c. The vessel made for the shore, and the passengers soon crowded into the boats, and the beach was reached in safety where the people received them kindly.

3. Write a business letter.

4. Write an essay of not more than two hundred words on one of the following subjects:

   The Old Schoolhouse.
   Our Kitchen.
   The Dime's Story.
   The Race.
   England's Treatment of the Boers is Unjust.
   The Value of Honesty.
   How we Won.

GEOGRAPHY.

1. Latitude, Longitude — (*a*) Define. (*b*) How reckoned? (*c*) Where greatest?

2. Sketch a map of your own state, locating and naming the capital, three other cities and the chief rivers. (b) Indicate with a cross the place of highest land in the state.

3. Bound the following states and give the capitals: Ohio, Georgia, Kansas, Idaho.
4. Through what states and what cities would you pass going from Boston to San Francisco? State distance and time.
5. In what state and on what river is each of the following cities: Bath, New Orleans, Springfield, Richmond, Cincinnati, Manchester, Troy, Pittsburg?
6. (a) Name and locate the islands and groups of islands that have come under the control of the United States within the last two years. (b) Of what value to the United States are these?
7. Name with capitals and form of government ten countries of Europe bordering on the Atlantic or its arms.
8. Name the highest mountains in Europe; also three rivers that rise in or near them, and tell into what body of water each river flows.
9. Locate the following and tell by what country each is owned: Samoa, Corsica, Ceylon, Jamaica, Luzon, Java, Iceland, Bermuda, Aleutian.
10. What and where are the following: Kongo, Pekin, Seattle, Korea, Buenos Ayres, Transvaal, St. Helena, Ganges, Nicaragua, Everest?

U. S. HISTORY.

1. Name three Spanish, three French and three English explorers, and tell what each did.
2. Give an account of each of the following: (1) Oglethorpe, (2) Claiborne, (3) Stuyvesant.
3. (a) What territory did France claim in America before the French wars?
   (b) Upon what were its claims based?
   (c) What were the results of the wars?
4. Give the events of the Revolution from Lexington to July 4, 1776.

5. How was the Constitution of the United States formed?

6. (a) Name the events of Jefferson's Administration; describe the political party to which he belonged.

7. What were the terms of:
   (a) Missouri Compromise?
   (b) Compromise of 1850 (Omnibus Bill)?

8. Who was each of the following:
   (1) John Marshall, (2) S. A. Douglas, (3) Samuel House
   (4) Tecumseh, (5) John C. Calhoun?

9. What caused the Mexican War?

10. Describe the two most important battles of the Civil War and tell why you consider them the most important.

ENGLISH BIBLE.

Preparatory A.

1. Write in full the names of the Old Testament books in order. Which compose the Pentateuch? Which are historical? Which poetical? Which are prophetical?

2. Write the commandment about profanity; about the Sabbath.

3. Mention the chief character in each of the following books and give a half-dozen important facts about each:—Genesis, Exodus, I. Samuel, I. Kings.

4. When and why was the feast of the passover first instituted?

5. Describe the erection of the tabernacle and the building of Solomon's temple.

6. Write any selections you can give from the Psalms or the Proverbs, mentioning chapter and verse if you can.

7. Give some of the best lessons for young men from any Old Testament character.

8. Quote any other favorite Old Testament passages, giving book, chapter and verse if you can.

Preparatory B.

1. What was the work of the prophets? Describe the call of Isaiah and tell what you can about his book.
2. Describe the character and work of Daniel and of Nehemiah. What was each able to accomplish for his own people?
3. Draw an outline map of the Old Testament world. Locate on it Egypt, Assyria, Babylon, Damascus, Israel, Judah, Mt. Sinai. Mention one important fact of Bible history concerning each.
4. Draw an outline map of Palestine and locate on it its different districts or provinces in the time of Christ.
5. Mention in order some of the leading incidents in Jesus's ministry as related by Mark.
6. Mention four of the leading men of whom we read in Acts and give the most important facts about each.
7. About what did Paul write to the Galatians? To the Philippians?
8. Give some of your favorite New Testament passages and tell where they are found.

One of the Cottages

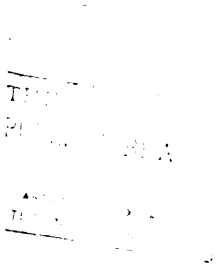
Catalogue

of

Mount Hermon Scho

Founded by D. L. Moody

1902



CATALOGUE

OF

Mount Hermon S

MOUNT HERMON

FRANKLIN COUNTY, MASS.

1902

BRATTLEBORO:
PRESS OF E. L. HILDRETH & CO.

2383170

" Behold, how good and how pleasant it is
For brethren to dwell together in unity!
It is . . .
Like the dew of Hermon,
That cometh down upon the mountains of Zion:
For there the Lord commanded the blessing,
Even life for evermore."

Psalm cxxxiii., Revised Version.

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ITEMS OF INTEREST.

First purchase of school property	November, 1879
Mr. Camp's gift of $25,000	September 10, 1880
School opened for instruction	May 4, 1881
Articles of incorporation signed	March 29, 1882
Number of students, 1881–3	25
Number of students, January, 1884	70
Number of students, January, 1885	90
Number of students, September, 1901	464
Average age of students in attendance January 1, 1901	20 years and 1 month
Average age of seniors in attendance January 1, 1901	22 years and 2 months
Courses of study adopted	September, 1885
First class graduated	June, 1887
Number of graduates of school to date	291
Total number of students entered to date	3,507
Alumni Association organized	June, 1888
Twentieth anniversary celebrated	April, 1901

CALENDAR, 1902.

Term begins . . .	Wednesday, Jan. 1, 1902
Founder's Day . .	Wednesday, Feb. 5, 1902
Day of Prayer for Colleges	Sunday, Feb. 9, 1902
Contest in Oratory	Saturday evening, Feb. 22, 1902
Term ends .	Monday night, April 21, 1902
Term begins . .	Wednesday, April 30, 1902
Independence Day .	Friday, July 4, 1902
Term ends .	Saturday night, Aug. 16, 1902
Term begins . . .	Friday, Aug. 29, 1902
Mountain Day	October, 1902
Thanksgiving Day . .	Thursday, Nov. 27, 1902
Term ends .	Thursday night, Dec. 18, 1902
Term begins . . .	Friday, Jan. 2, 1903

1902

JANUARY.

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FEBRUARY.

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APRIL.

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JUNE.

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JULY.

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31						

SEPTEMBER.

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OCTOBER.

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NOVEMBER.

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DECEMBER.

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28	29	30	31			

DIRECTIONS.

Come to Mount Hermon station, on the Connecticut River branch of the Boston and Maine Railroad, ten miles north of Greenfield, whence transportation to the school can be obtained. Baggage should be marked with owner's name and addressed "MOUNT HERMON SCHOOL."

For further information address

THE PRINCIPAL.

Recitation Buildings.

CORPORATORS.

COL. JACOB J. JANEWAY, ... *New Brunswick, N. J.*

PRESIDENT.

HENRY H. PROCTOR, ... *Boston, Mass.*

VICE PRESIDENT.

SAMUEL D. DAVIS, ... *46 Wall St., New York City.*

TREASURER.

WILLIAM R. MOODY, ... *East Northfield, Mass.*

SECRETARY.

REV. DAVID A. REED, ... *Springfield, Mass.*
HENRY M. MOORE, ... *Boston, Mass.*
JOHN D. CUTTER, ... *New York City*
HON. HORACE B. SILLIMAN, ... *Cohoes, N. Y.*
AMBERT G. MOODY, ... *East Northfield, Mass.*
CHARLES A. HOPKINS, ... *Boston, Mass.*
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REV. ANSON P. STOKES, JR., ... *New York City*
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GEORGE E. KEITH, ... *Campello, Mass.*
ARCHIBALD D. DAVIS, ... *New York City*
ROBERT D. DOUGLASS, ... *New York City*
STEPHEN BAKER, ... *New York City*
COL. N. P. POND, ... *Rochester, N. Y.*
RICHARD J. WHITE, ... *Baltimore, Md.*
EDWARD M. BULKLEY, ... *New York City*
PRESTON B. KEITH, ... *Brockton, Mass.*
H. A. WILDER, ... *Boston, Mass.*
HENRY E. HAILE, ... *Springfield, Mass.*
GLEN WRIGHT, ... *New York City.*
EDWIN THORNE, ... *New York City.*

FACULTY.

1901-1902.

HENRY F. CUTLER, B. A.,
PRINCIPAL.

CHARLES E. DICKERSON, B. S., *Vice Principal*,
PHYSICS AND CHEMISTRY.

FLORENCE E. FLAGG,
BOTANY, BIOLOGY AND ZOÖLOGY.

A. JUDSON PHILIPS,
SINGING.

MARY J. MILLER, B. L.,
SECRETARY.

JAMES McCONAUGHY, M. A.,
THE ENGLISH BIBLE.

ELIZABETH CONWAY,
LIBRARIAN.

HENRY WHITNEY HASTINGS,
ELOCUTION.

MATILDA P. GOULDING,
ENGLISH.

LYON L. NORTON, B. A.,
MATHEMATICS.

SYLVIA CLARK,
MATHEMATICS.

EMMA B. PENFIELD,
FRENCH AND GERMAN.

N. FAY SMITH,
THE ENGLISH BIBLE.

CHARLES C. MORRIS, PH. B.,
MATHEMATICS.

MARGARET D. STRONG,
DRAWING AND PENMANSHIP.

MARY A. DEWEY,
ENGLISH.

GAYLORD W. DOUGLASS, B. A.,
HISTORY AND ECONOMICS.

FRANK C. JOHNSON, B. A.,
GREEK AND LATIN.

EDITH D. JOHNSON,
MATHEMATICS.

ANNA P. KUNZ,
FRENCH AND SPANISH.

GEORGE W. PARKER, B. A.,
HISTORY.

C. GERTRUDE SEYMOUR,
LATIN.

JESSIE E. BIGELOW,
LATIN.

GRACE MacLEOD, B. S.,
PHYSICS AND CHEMISTRY.

FRANK L. DULEY, B. A.,
GREEK AND LATIN.

EMILY H. HAM, B. A.,
GREEK.

WELLINGTON E. AIKEN, PH. B.,
ENGLISH.

LAURA F. PARKER,
ENGLISH.

LUCY TAPPAN, B. A.,
GERMAN.

MAUD P. WALKER,
VOCAL AND INSTRUMENTAL MUSIC.

GARDINER L. WAGAR, B. A.,
MATHEMATICS.

WILLIAM F. NICHOLS,
CASHIER.

FRANK N. SEERLEY, M. D.,
HYSICAL DIRECTOR AND MEDICAL ADVISOR.

EDGAR L. KELLY,
FARM SUPERINTENDENT.

GEORGE McMILLAN,
SUPERINTENDENT OF WORK AND BUYER.

STUDENT REPRESENTATION.

1901.

UNITED STATES.		OTHER COUNTRIES.	
New York	146	Canada	40
Massachusetts	101	England	26
Connecticut	80	China	11
Pennsylvania	51	Ireland	8
Vermont	44	Germany	7
New Jersey	40	Japan	6
Maine	16	Scotland	6
New Hampshire	16	Turkey	3
Ohio	14	Austria	2
Illinois	13	Bohemia	2
Kansas	6	Italy	2
Maryland	6	Korea	2
South Carolina	6	Sweden	2
California	5	United States of Columbia	2
Tennessee	5	Wales	2
Virginia	5	Bermuda	1
Kentucky	4	Bulgaria	1
Rhode Island	4	Burmah	1
Indiana	3	Denmark	1
Michigan	3	Holland	1
Minnesota	3	Macedonia	1
Missouri	3	Natal	1
North Carolina	3	Norway	1
District of Columbia	2	Persia	1
Iowa	2	Prussia	1
Texas	2	Switzerland	1
West Virginia	2	Syria	1
Alaska	1		
Arkansas	1		132
Delaware	1		593

I. The Mount Hermon School.

ORIGIN.

THE school was established, at the suggestion and earnest desire of Mr. D. L. Moody, by several men interested in the practical Christian education of boys and young men. The school was incorporated in 1882, under the laws of Massachusetts Mr. Hiram Camp, the first President of the Board of Trustees, gave twenty-five thousand dollars, and several thousands were received from Great Britain.

Two good farms lying side by side were purchased, some necessary changes made in the buildings, and

on May 4, 1881, the school was opened. Additional tracts of land have been purchased since, so that the school now owns several hundred acres.

LOCATION.

The school is situated on the west side of the Connecticut River, opposite Northfield, on high sloping ground, commanding an extensive view of river, valley, and mountain. The site was selected with reference to the best sanitary conditions, good drainage, pure air, excellent water; to remoteness from crowded neighborhoods, and to freedom from adverse influences often found in large villages. The buildings are about a mile from the Mount Hermon station on the Connecticut River Branch of the Boston and Maine Railroad, ten miles north of Greenfield. The address for matter by mail, express or freight, is simply "Mount Hermon, Franklin County, Mass."; for telegrams, via "Northfield, Mass." The school has also long distance telephone connections.

PURPOSE.

The school is for young men of sound bodies, good minds and high aims. It is designed for those who have already conceived a serious purpose in life; for those who are in earnest to secure a useful education; for those who desire to know more of the Bible. Vicious or idle boys are not wanted; neither are

Its aim is to furnish a thorough Christian training to young men and boys of earnest purpose but small means. In Mr. Moody's own words, "To help young men of very limited means to get an education such as would have done me good when I was their age. I want to help them into lives that will count the most for the cause of Christ." To this end the Bible is made central in all the courses of study.

It further aims to care for the physical welfare of its students, to train them to industrial habits, and to give them some practical knowledge of work by requiring of each one a certain amount of manual labor daily.

EQUIPMENT.

In addition to the land estate the school equipment consists of the following buildings:—

RECITATION HALL.

This is one of the first buildings erected upon the campus. It is a substantial brick edifice eighty by fifty feet, three stories high above the basement, and contains recitation rooms, the library and reading room, and the offices of the principal and cashier. In this building is also the room in which the great Student Volunteer movement was first organized in the summer of 1886.

THE SILLIMAN SCIENCE HALL.

The Silliman Science Hall, erected in 1892 by H. B. Silliman, LL. D., a member of the Board of

Trustees, is devoted to the work of the scientific department. It contains three stories above the basement, and is well equipped for the study of the natural sciences. The upper floor contains the cabinets in Mineralogy, Geology, Ornithology, and Zoölogy. On the second floor are the well appointed laboratories for elementary and advanced Physics and Chemistry, a lecture room, private laboratories and supply room. The first floor contains the laboratories for Botany, Zoölogy and Physiology, lecture rooms, and the scientific library. In one of the basement rooms is a six-horse power gas engine, and a small but complete electric lighting plant, consisting of a 110-volt, 14-ampere, Elbridge direct current dynamo, volt-meter, ammeter, rheostat, etc., also the gift of Dr. Silliman.

THE CHAPEL.

The chapel, a gift to Mr. Moody on his sixtieth birthday from his friends in England and America, was erected in 1898. It is beautifully situated on an elevation near the centre of the campus overlooking the Connecticut Valley. The building is constructed of gray granite and has a seating capacity of one thousand.

DWIGHT'S HOME.

So named in memory of Mr. D. L. Moody's grandson, little Dwight, who died November 30, 1898. A beautiful home where those who are sick may be cared for, and those who are tired may rest in the midst of their work.

THE DORMITORIES.

The largest of the dormitories is Crossley Hall, erected in 1884, and named in memory of the son of F. W. Crossley of England, a liberal supporter of the school in its early days. This is a four-story brick building with granite trimmings, and contains rooms for about one hundred and ninety students. On the second floor is the parlor and reading room.

Overtoun Hall, so named in honor of Lord Overtoun of England, who gave generously toward the building, was erected in 1898 and equipped with many modern improvements. It accommodates about one hundred and twenty students.

These large halls are in charge of men teachers, who are assisted by student officers on each floor.

There are, in addition to these Halls, three cottages, accommodating from twelve to twenty students each. Lady members of the faculty live in these cottages and the aim is to provide as far as possible a pleasant home life for the students. A few students occupy rooms in the farmhouses, or in the homes of teachers, or in some of the other buildings connected with the work of the school.

THE DINING HALL.

The Dining Hall is a large brick building for the accommodation of the entire school. The students occupy the main room, and at one end is a small dining-room for the teachers.

FARM BUILDINGS.

Large barns with stables for horses and cows, deep silos, carriage-houses, hothouse, creamery, several large hen-houses, and other outbuildings, constitute the equipment of the school farm.

THE LAUNDRY.

A well equipped steam laundry is provided, with facilities for washing both plain and starched goods. The work in this building is done by the students under the supervision of the one in charge of the laundry.

II. General Information.

ADMISSION.

APPLICANTS must be at least sixteen years of age, must have good health, mental ability, and moral character.

Candidates possessing the required character and ability are received without regard to their attainments in scholarship.

Students are received only on probation.

It is useless for young men to come here expecting to remain, unless they have been definitely accepted on application previously made. Blank forms of application will be furnished to any who wish for them.

Candidates for the First Form are required to pass examinations in Arithmetic, Grammar, Geography, United States History, English Composition, Singing, Spelling, and Writing. They must also pass an entrance examination in elementary knowledge of the English Bible, its books and writers, greatest historical events and simplest truths. These examinations are held on the opening days of each term.

Sample examination papers are printed at the end of the catalogue and applicants are urged to prepare themselves as thoroughly as possible for the entrance examinations. Students failing to pass these examinations may enter the classes of the Preparatory

Department. (See Courses of Instruction, page 46.) Certificates from other schools are not accepted in place of examinations. Candidates for admission to higher classes must be examined, in addition, on the portions of the different courses assigned to lower classes in the schedule on pages 42 to 45. Arrangements for these examinations may be made with the heads of the various departments.

PROMOTION.

Examinations are held at the end of each term. The results of these examinations, together with the student's average daily rank, determine his standing and promotion.

Grading in scholarship is indicated by five letters: E, excellent; G, good; M, medium; P, poor; F, failure. A grade of M or higher in every study is required for promotion. Those who receive for the full term's work the grade of G+ or over are excused from the final term examination. Grading in conduct is indicated by this same scale. It is expected, however, that every student will receive the mark E in conduct, and any student whose mark for conduct falls below G is liable to be dismissed from the school. Reports will be sent to parents when requested or when the rank of the student is low.

DIPLOMAS.

A student who completes any one of the regular courses will receive a diploma. One who does not complete a course may receive a statement setting forth the amount of work done by him.

ADMISSION TO COLLEGE.

The Principal's certificate admits without examination to all colleges and universities accepting any secondary school certificates. Former students of Mount Hermon have pursued courses of study in Princeton, Cornell, Harvard, Lehigh, University of Chicago, Yale, Massachusetts Institute of Technology, Amherst, Williams, and other institutions.

EXPENSES.

The charge for board and tuition is fifty dollars per term, payable at the opening of each term.

Three dollars a term is charged for ordinary washing, not including starched linen.

Each student will also pay one dollar and a half a term to meet the expenses of employing a trained nurse for the school.

The charges for board and tuition are so low that deductions cannot be made for absence, nor money refunded to students who leave before the end of a term.

For private music lessons, vocal or instrumental, once a week, including use of piano or organ for one hour's practice each day, the charge is fifteen dollars a term.

Payments should be made by express order, drafts on New York or Boston, or personal checks on banks in New England or New York City, made payable to The Mount Hermon Boys' School.

The following is a statement of the necessary expenses per term:—

Board and Tuition, ...	$50.00
Washing (starched goods excepted), ...	3.00
Nurse fee, ...	1.50
Total,	$54.50

Besides this amount the student will also need about five dollars for books, stationery, etc., over and above his expenses for traveling and for clothes.

Students often have opportunities for extra work by which many earn enough to pay for books and clothing, and other necessities. Those who desire to help themselves by work in the vacations can generally find employment on the premises at fair wages. If necessary or desirable, arrangements can be made for students to remain at the school during the entire year. The price for board in vacations is three dollars a week, which is to be paid in work during the same vacation if work can be secured.

SCHOLARSHIPS.

James McGranahan Scholarship, established by James McGranahan, December 16, 1885.

Reginald Talcott Scholarship, established by James Talcott, May 1, 1886.

Henry M. Moore Scholarship, established by Henry M. Moore, August 27, 1886.

Stokes Scholarship, established by Miss Olivia E. P. Stokes and Miss Caroline Stokes, June 17, 1891.

Miller Scholarships (two), established by Miss Helen M. Gould, August 16, 1895.

Thomas E. Peck Scholarship, established by Thomas M. Peck, August 3, 1900.

"NORTHFIELD ECHOES" SCHOLARSHIPS.

The publishers of "NORTHFIELD ECHOES," the official magazine connected with the Northfield movement, offer to pay the tuition fee for two terms for any student (old or new) who sends in two hundred (200) new subscriptions to their magazine at the usual rate of $1.00 a year.

Further information regarding these Scholarships may be obtained by writing to the Principal, Mount Hermon School, or direct to the publishers, East Northfield, Mass.

FORM OF SCHOLARSHIP.

To the Trustees of Mount Hermon Boys' School:

I hereby give the sum of ——— dollars, to be held by you in trust, the proceeds to be applied to the education of one or more worthy students, according to the rules of the School.

FORM OF BEQUEST.

I give and bequeath to the Trustees of Mount Hermon Boys' School, located in the town of Gill, State of Massachusetts, the sum of ——— dollars, to be safely invested by them, and called the ——— Fund, and the interest thereof to be applied to the uses of the school (or specify).

PRIZES.

The Cambridge prize (the income of funds contributed by students of the University of Cambridge, England) is awarded annually to some member of the graduating class for general excellence, preference being given to those who have longest been members of the school.

The Allen prizes of twenty and ten dollars respectively (established by Mrs. Samuel E. Skinner of Holyoke), and the Mrs. Frank Wood prize of ten dollars, are awarded annually for excellence in declamation.

The Alumni Prizes of fifteen and ten dollars respectively (given by the Alumni Association) are awarded annually for excellence in debate.

Numerous prizes are also offered for excellence in work in the different departments.

OUTFIT.

In addition to ordinary clothing, each student needs working-clothes, towels, bed linen, table napkins, napkin-ring, and also a clothes-bag. Pillow cases should be eighteen inches by thirty-four, and sheets six feet by three. A rubber overcoat and rubber boots are very desirable All clothing must be plainly and permanently marked with the owner's name.

Students are advised to bring such text books and reference books as they may have, especially English Dictionary, Concordance, Bible Dictionary, Modern and Ancient Atlas.

Text books and stationery and other common and necessary articles may be purchased at the store near the school.

REGULATIONS.

The regulations are such as are believed to be for

ARRANGEMENT OF TERMS.

The continuous session is a distinctive feature of the school. The full year of fifty-two weeks is divided into three terms of sixteen weeks each, with short vacations intervening. There are beginning classes each term in nearly all subjects, so that a student may enter with equal advantage at the opening of any term. A student is not expected to remain more than three terms in succession without the consent of a physician.

The term beginning the first of May and continuing till about August twentieth offers special advantages. It is not a so-called summer school but one of the regular school terms offering all the regular studies of any other term. There is also additional opportunity for special work in Bible under well-known Bible teachers. Students who are planning to enter college and have some work yet to make up for admission will find in this term exceptional advantages.

For the terms beginning in September and in January there are always many more applicants than can be received. The prospect for admission is therefore much better if application be made for the term opening in May. New applicants are for this reason requested to apply for admission in May whenever it can be arranged to do so.

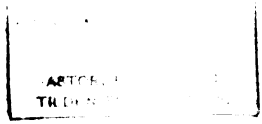
Few health resorts offer greater attractions than Mount Hermon in summer. The famous Northfield Conferences, now widely known, are held five miles away. Some of the speakers at these gatherings also give addresses frequently at Mount Hermon. Among those who spoke during the last spring and summer term were the following: Rev. G. Campbell Morgan, London; Rev. Henry G. Weston, Chester, Pa.; Rev. R. A. Torrey, Chicago, Ill.; Rev. A. F. Schauffler, New York; Prof. Wilbert W. White, Montclair, N. J.; Prof. E. I. Bosworth, Oberlin, O., and many others.

III. General Advantages.

RELIGIOUS PRIVILEGES.

THE school is distinctively Christian in character. Devotional services are held daily (Mondays excepted) and the attendance of all students is required. On Sunday there is the regular morning service, and religious services are also held every Sunday evening throughout the year.

The Mount Hermon Church, formed, in accordance with Mr. Moody's wishes, just before his death, promotes the spiritual life of the school and affords a channel for its religious activities. It is evangelical and Scriptural in its articles of faith and unsectarian in its spirit. Students who are already church members are invited to bring their church letters and share in the church life while here, and others who wish to unite on confession of faith are earnestly invited to do so. The more mature students serve with the teachers and other resident members, on its committees and as its officers in the work of the church. Rev. C. I. Scofield is pastor here as well as of the church in Northfield and preaches on one



The Sunday school meets weekly at the close of the morning service. The International Lessons are studied and, while attendance is not required, a large number of students select this work from the many voluntary Bible courses offered.

The church prayer meeting on Wednesday evenings, open to all the school, is largely attended and very helpful.

From its organization the church has taken a deep interest in the work of missions. One Sabbath service and one prayer meeting each month have missionary themes. Systematic giving by the envelope plan, after providing for the necessary home expenditures of the church, furnishes nearly a thousand dollars a year to be devoted to different missionary objects. Mount Hermon has a score of representatives in different foreign lands and their work is kept before the church to deepen interest and incite to prayer.

The Young Men's Christain Association stands also as an aggressive religious agency. Its membership averages at least three-fourths of all the students. The Sunday night service is in its charge, as well as weekly meetings in Crossley and Overtoun Halls. It is the centre also of much of the social life. Receptions for new students are given at the beginning of each term. It cares for the social rooms in Crossley and Overtoun, and supplies periodicals therefor. In addition to the work offered by the Church Sunday school the Association provides a number of Bible classes held at different hours on the Sabbath, pursuing courses specially adapted to develop beginners, establish faith in fundamental

Bible doctrines and train personal Christian workers.

The Missionary Committee of the Association is composed of members of the Student Volunteer Band. Under their direction missionary prayer meetings and study classes and an open Missionary Congress are conducted, literature is circulated and the claims and privileges of service in the foreign field are brought before the students.

Its White Cross Committee, by occasional addresses and by the circulation of literature, aims to deepen an intelligent interest in personal and social purity.

Under the direction of its Committee on District Work, gospel services and Sunday schools are held in the surrounding region and coöperation is also rendered in the work of neighboring churches. Opportunity, subject to the supervision of the Faculty, is thus given to many to engage in active Christian work.

LITERARY PRIVILEGES.

Literary societies are maintained by the students. These societies meet regularly each week and afford excellent opportunities for training in public speaking and debating.

During each term a course of four or five lectures or concerts is offered to the students at the cost of fifty cents for a season ticket. This course numbers among its lecturers the best talent available and is of great educational value.

THE LIBRARIES.

Two libraries are furnished for the use of the students, one a general collection, one a scientific reference library located in Silliman Hall. The total number of volumes in both collections is over six thousand.

The main library is at present situated in a large room on the second floor of Recitation Hall, and is open morning, afternoon and evening of school days and during the afternoon on Mondays.

Books of fiction, biography and travel may be borrowed at any time for a period of two weeks with privilege of renewal, and temporary loans of works of reference are also granted. The main use of the library, however, is as a reference and reading room and all possible encouragement is given to collateral work in connection with the various courses of study.

Over forty periodicals, including magazines, daily and weekly papers, are furnished for current reading.

Aside from the running expenses both libraries are supported entirely by donations. The libraries should be much larger to meet the needs of the school.

CARE OF THE HEALTH.

The school has as yet no gymnasium, but there are abundant opportunities for outdoor exercise. Dr. F. N. Seerley, of the International Association Training School of Springfield, comes to the school regularly to give lectures to all the students on

health topics, and to meet the students individually for personal consultation and medical advice when desired. He has the general oversight and direction of the athletic training of the school. Physical examinations are made of all students entering the school.

The Athletic Association is a well established and vigorous organization, whose object is indicated by the name. The semi-annual Field Day of the Association attracts many visitors, the prizes are eagerly sought for, and some good records have been made.

One of the largest and best athletic fields belonging to any school in New England has been carefully laid out and provided with an oval track of three and one-half laps to the mile. Tennis courts are situated at different places on the campus. Unusually good facilities for outdoor exercise are thus furnished. Athletic sports are encouraged and there are frequent contests between the various student organizations, but interscholastic games are not allowed. The daily work required of each student is also no small factor in maintaining the health and securing the physical development of the student.

INDUSTRIAL DEPARTMENT.

Every student is required to work two hours each day at manual labor. Those who have learned a trade before entering the school are usually given

so much to secure pecuniary benefit as to provide for physical culture, teach how to do various kinds of farm work, form habits of industry, and to inculcate right views of manual labor. The farm is under the supervision of a practical farmer, and work is assigned which is adapted to the age and capacity of the students. All other work is under the charge of a general manager.

IV. Courses of Instruction.

Fall and winter terms: Morning recitations begin each day, Monday excepted, at 7:35 and close at 11:45. The afternoon recitations begin at 2 o'clock and close at 4:30. Recitation periods occupy fifty minutes. Daily chapel exercises are held at 5:30. On school days there is an evening study hour beginning at 7 o'clock. On Mondays there are no regular school exercises.

During the spring term (May-August) the schedule is so arranged that all recitations come in the morning.

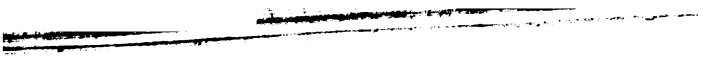
The school offers four courses of instruction, Classical, Scientific, Latin Scientific and Elective.

Students not sufficiently advanced to enter with profit on the studies of one of these regular courses constitute the Preparatory Department.

CLASSICAL COURSE.

This course is intended to furnish adequate preparation for admission to academic courses in any college.

The aim of the course is to train the pupil to exact methods of thought and to accurate expression, not



Physical Laboratory.

LATIN SCIENTIFIC COURSE.

In the arrangement of this course the object has been to provide for those who seek to enter the scientific courses of the colleges, or who wish to pursue a course in some school of technology, but who must present, on application for admission to such courses, a certain amount of Latin, and either French or German.

SCIENTIFIC COURSE.

The work in this course is designed to furnish a broad preparation for those scientific or technical schools which do not require Greek or Latin for admission, or to give a good practical education to those who go to no higher institutions. Extended instruction is offered in English, French, German, Mathematics and the Sciences.

The laboratories in Silliman Science Hall afford ample facilities for experiments and practical work in the Natural Sciences.

THE ELECTIVE COURSE.

The Elective course is offered to those whose age or circumstances demand more freedom in the selection of studies than is allowed by the other courses. Students electing studies from this course must submit their schedule of studies to an advisory committee for approval, and also have it countersigned by the Principal.

COURSES OF STUDY.

FIRST FORM.

	CLASSICAL COURSE.	SCIENTIFIC COURSE.
FIRST TERM.	Latin Lessons. Algebra. Ancient History. Bible. Elocution and Vocal Music. English Composition.	Physiology. Algebra. Civil Government. Bible. Elocution and Vocal Music. English Composition.
SECOND TERM.	Latin Lessons, completed; Via Latina. Algebra. Rhetoric. Bible. Elocution and Vocal Music. English Composition.	Algebra. Zoölogy. Rhetoric. Bible. Elocution and Vocal Music. English Composition.

SECOND FORM.

FIRST TERM.	Cæsar, Gallic War; Latin Composition. Greek Grammar and Lessons. Geometry. Bible. Elocution and Vocal Music. English Composition.	Advanced Algebra. Biology. Geometry. Bible. Elocution and Vocal Music. English Composition.
SECOND TERM.	Cæsar, Gallic War; Nepos, Selected Lives; Latin Composition. Greek Grammar and Lessons. Geometry.	Botany. Geometry. Political Economy. Bible. Elocution

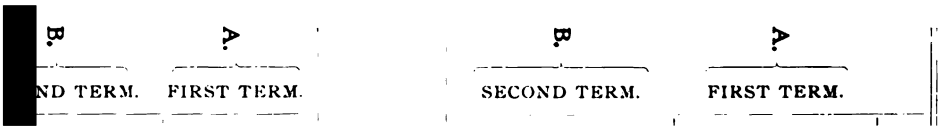
FIRST FORM.

	LATIN SCIENTIFIC COURSE.	ELECTIVE COURSE.*
FIRST TERM.	Algebra. Physiology. Latin. Bible. Elocution. Vocal Music. English Composition.	ELECTIVE. Algebra.—Required. Physiology.—Required, or Ancient Hist. for Classical Student. Bible. (Daily.) Language. Ancient.—Latin. Modern.—French. German. History.—Civil Government.
SECOND TERM.	Algebra. Zoölogy. Latin. Bible. Elocution. Vocal Music. English Composition.	ELECTIVE. Algebra.—Required. Rhetoric.—Required. Bible.—(Daily.) Language. Ancient.—Latin. Modern.—French. German. Science. Zoölogy. Botany.

SECOND FORM.

FIRST TERM.	Rhetoric. Geometry. French, German or Latin. Bible. Elocution. Vocal Music. English Composition.	ELECTIVE. Geometry.—Required. Bible. (Daily.) Language. Ancient.—Latin. Greek. Modern.—French. German. History.—Mediæval History. Literature.—English Literature. Mathematics.—Adv. Algebra. Science.—Biology.
SECOND TERM.	Botany. Geometry. French, German or Latin. Bible. Elocution. Vocal Music. English Composition.	ELECTIVE. Geometry.—Required. Bible. (Daily.) Language. Ancient.—Latin. Greek. Modern.—French. German. History. Adv. U. S. History. Modern European History. Literature.—English Literature. Science. Zoölogy. Botany.

*Bible, Singing, Elocution, Composition and one year of Drawing are required in other courses. Students electing studies from this course must submit their schedule of studies for the entire course to an advisory committee for approval.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THIRD FORM.

LATIN SCIENTIFIC COURSE.	ELECTIVE COURSE.
Physics. Mediæval History. French, German or Latin. Bible. Elocution. English Composition.	Bible. (Daily.) Language. { Ancient. { Latin. / Greek. ; Modern. { French. / German. History. { Mediæval History. / English History. Literature. { English Literature. / Eng. Authors (3 hrs). Mathematics.—Trigonometry. Science.—Physics.
Physics. Modern European History. French, German or Latin. Bible. Elocution. English Composition.	Bible. (Daily.) Language. { Ancient. { Latin. / Greek. ; Modern. { French. / German. History. { Modern European History. / Political Economy. Literature. { English Literature. / Eng. Authors (2 hrs.) Mathematics. { Surveying. / Astronomy. / Solid Geometry. Science.—Physics.

FOURTH FORM.

Chemistry. Advanced Algebra. English Literature. English Authors (3 hrs). Bible.	Bible. (Daily.) Language. { Ancient. { Latin. / Greek. Adv. ; Modern. { French. / German. Literature.—Eng. Authors (3 hrs). Psychology. Mathematics.—Trigonometry. Science. { Chemistry. / Physics.—Advanced.
Chemistry.—Qualitative Analysis. Solid Geometry. English Literature. English Authors (2 hrs). Bible.	Bible. (Daily.) Language. { Ancient. { Latin. / Greek.-Adv. ; Modern. { French. / German. Ethics. History.—Political Economy. Literature.—Eng. Authors (2 hrs). Mathematics. { Surveying. / Astronomy. / Review. Science. { Chemistry.—Qualitative Analysis. / Physics.—Advanced.

PREPARATORY DEPARTMENT.

In this the studies are Reading, Spelling, Writing Grammar, Arithmetic, Geography, United State History, Singing, Composition, and the Bible. Th classes formed at the beginning of every term ar sufficiently numerous to meet the requirements c those who may need instruction and training i these essentials of education.

Thorough and painstaking work is insisted upc in all studies in this department. The arrangeme of studies by terms is as follows: —

First Term.

Arithmetic.	Spelling.
Geography.	Writing.
English Grammar.	Vocal Music.
Bible.	English Composition.

Second Term.

Arithmetic.	Spelling.
English Grammar.	Writing.
United States History.	Vocal Music.
Bible.	English Composition.

SILLIMAN SCIENCE HALL

Courses by Departments.

THE ENGLISH BIBLE.

To provide a full and thorough course of study in the English Bible was one of the chief aims in founding Mount Hermon School. This study, therefore, holds a central place in the curriculum. Every student has two periods of Bible study in class each week. He may increase this number by taking two courses at the same time, or by electing Bible as one of his daily studies.

The Bible itself is the text book. Other books are used as helps but never as substitutes for it. Full outlines are furnished to the student in connection with each course, analyzing the books and topics studied, with questions to guide thought and investigation and with references to library helps. The results of private and class study are put by the student into orderly and permanent form in note books or interleaved Bibles. Collections of photographs of Palestine and of paintings representing Bible scenes are used to illustrate the teaching, and stereopticon lectures occasionally introduce or review the courses. The teachers aim to make the student love the Book and to guide him in thinking out its truths for himself and applying them in his own life and in Christian work. During the Summer Term as many of the regular courses will be given

as may be needed and in addition a special daily class will be held, taught by such Bible teachers as Rev. C. I. Scofield, Rev. R. A. Torrey, and others.

Preparatory Course. Twice a week.

This course takes the beginner somewhat rapidly through the most important historical portions of the Bible, introducing selections from the poetical books, the prophets and the epistles where the history has prepared him to appreciate them. A printed outline gives a portion for each day's reading with simple, practical questions aimed to help the student in thinking out the meaning of the passage and applying its truths to his own life. The Commandments and other selected verses and portions are memorized as the studies proceed. The most important facts of Bible Geography receive special study. The class room work aims especially to fix in mind the main lines of Scripture and to apply the lessons afforded by the character studies.

Course I. **First Form.** Twice a week.

a. *Introductory Studies.* The student is taught to look at the Bible as a whole and to study its own statements about itself, its divisions, customs, literary forms, variety and unity. Drill is given in the use of references and Bible helps and in the interpretation of Bible passages.

b. *The Life of Christ.* A careful study of the four Gospels. The student is taught to make his own harmony, arranging the events under the great periods of the ministry. The progress of the matchless life and its teachings are traced from the Incarnation to the Ascension with a special view to spiritual profit.

Course II. **Second Form.** Twice a week.

The Pentateuch and Joshua. The student is thoroughly

events, institutions, offices and persons. Much is made of the study of characters and the lessons for our times in God's dealings with His ancient people. Printed outlines are used to aid the student in study, and guide in his collateral reading from the well furnished library of the school.

Course III. **Third Form.** Twice a week.

The History of Israel. With the aid of printed outlines, the student is taken through the periods of the Judges, United Kingdom, Divided Kingdom, Captivity and Restoration. The historical setting of the poetical and prophetical books is examined. Besides a careful study of the Biblical narrative, the student is expected to do collateral reading from the library, entering the results of his investigations in a note book which is examined by the instructor. Special pains are taken to synchronize the history of Israel with that of the heathen nations around them. Frequent reviews to help the memory.

Course IV. **Fourth Form.** Twice a week.

The Life and Epistles of Paul. A study of the wondrous providences of God through which the "door of faith" was opened to the Gentiles, and Christianity saved from becoming a narrow Jewish sect. The life of the Apostle is carefully outlined and studied as affording the best example of what the grace of God can do for and with a redeemed sinner wholly surrendered to Him. The epistles are arranged in their chronological connection with the narrative of Acts, outlined, and the Galatians studied somewhat in detail.

Course V. **Greek Testament.** Twice a week. Two terms.

An elective course for men who have studied Greek at least two terms. One Gospel or its equivalent is read during each term. Essays giving the result of special study upon assigned subjects are required from each member of the class. In the class room particular emphasis is laid upon word studies.

The edition used is the Westcott and Hort.

Course VI. **Elective Bible.** Twice a week. Two terms.

The Pauline Epistles. Taken up in chronological order and studied in detail. As many of them will be considered as may be consistent with thorough work. This course is for those who have a good general knowledge of the Bible, and may be taken, with the approval of the teacher, in place of any regular course above First Form.

Course VII. **Normal Bible.** Twice a week. One term.

An elective open to students above the First Form on approval of the teacher. A drill class in the use of the Bible in Christian work. Talks by the teacher on the preparation of Bible addresses, Bible readings, Bible class lessons, and on different forms and methods of Christian work; accompanied by constant drill and practice on the student's part.

ENGLISH.

Course I. **Rhetoric.** Daily. One term.

A course including (a) the study of representative prose with the intention of discovering and formulating certain principles of structure, and (b) the application of these principles in the composition of daily and weekly exercises. This indicates our desire to treat Rhetoric as both a science and an art. Frequent lectures upon idiomatic usages, provincialisms, slang, the use of figures of speech, and allied topics are given by the instructor in charge.

Text book: Smith and Thomas' Composition-Rhetoric.

Course II. **English Literature.** Daily. Two terms.

In the study of Literature the aim is to have the student see with the eye of the imagination what the author has to present, to gain a clearer conception of what is beautiful and a stronger

gained to enable the student more fully to appreciate the true breadth of the subject.

The method is by lectures, recitation and assigned parallel readings and essays. Pancoast's "English Literature," George's "Types of Literary Art," and Pattee's "American Literature" are used as text books.

Course III. **English Authors.** Three times a week, first term. Twice a week, second term.

This is a senior course prescribed for entrance to New England Colleges.

In 1901–1902 the books required for careful study are:

Burke's Speech on Conciliation with America.
Macaulay's Essays on Milton and Addison.
Milton's Minor Poems.
Shakspere's Macbeth.

Required for general reading:

Addison's The Sir Roger de Coverley Papers.
Coleridge's The Ancient Mariner.
Cooper's The Last of the Mohicans.
Eliot's Silas Marner.
Goldsmith's The Vicar of Wakefield.
Pope's Iliad, Books I, VI, XXII and XXIV.
Scott's Ivanhoe.
Shakspere's The Merchant of Venice.
Tennyson's The Princess.

Course IV. **Preparatory Composition.** Weekly.

a. This course is intended for those who have had little or no instruction in essay writing. It is elementary in its nature and deals with foundation principles. The simpler rules of diction and sentence structure are studied and drill in punctuation is given, together with a careful study of letter writing. Hawthorne's "Wonder Book" is read and pupils are taught to keep a neat and well-arranged notebook. Weekly essays are required.

b. This is a continuation of A and comprises reproduction, simple studies in paragraph structure and the making of frame-

works. Cooper's "Last of the Mohicans" is read and discussed, and weekly practice in essay writing is given.

Course V. **First Form Composition.** Weekly.

a. This course is devoted (1) to a thorough study of description, with bi-weekly practice in writing; (2) to a study of Scott's "Marmion"; and (3) to instruction and practice in the more mechanical processes of composition.

b. This course comprises (1) the study of narration, with examination of standard narratives, the laws of fiction, and story writing by the students; (2) drill in paragraphs, and plans in essay writing; and (3) a study of Scott's "Ivanhoe," especially with relation to plot-construction.

Course VI. **Second Form Composition.** Weekly.

a. In this course the laws of exposition are studied and several expositions are written. Shakspere's "Julius Cæsar" and George Eliot's "Silas Marner" are made the basis of training in character study and literary taste.

b. Shakspere's "Merchant of Venice" is the base of this course and is thoroughly studied. The laws of the drama, poetic beauty and character development are discussed in class. Expository and critical essays are written.

Course VII. **Third Form Composition.** Weekly.

A course in debates is given. The class is organized as a legislative body. Baker's "Principles of Argumentation" is used for reference.

Reading Course: "House of Seven Gables," "Princess," "The de Coverley Papers."

Course VIII. **Fourth Form Composition.** Weekly.

"The Vicar of Wakefield," "Vision of Sir Launfal," "Rime of the Ancient Mariner," Macaulay's Essay on Hastings, and "Lorna Doone" are read and criticised. Papers are prepared

GLIMPSES OF THE LIBRARY

classes, and the student always has the inspiration of an audience. The work covered in the course is more properly expressed by the term Development of the Power of Expression, and includes the education of muscular sense, the acquirement of a resonant responsive voice, and the cultivation of literary appreciation. Sufficient attention is given to the right use of the organs of speech to enable the student to acquire good articulation. The method of teaching is conformed to the principle that the body should be the obedient servant of the soul acting in accordance with the direction of the will. Consequently the teacher always appeals to the mind, and rarely calls attention to physical or vocal effect. As in all branches of learning, much depends upon the interest and faithfulness of the student; but to those who desire it the department of elocution offers thorough and scientific training.

GREEK AND LATIN.

Much attention is given to the study of English in connection with the ancient classics. In Greek and Latin Grammar such a drill is given that students acquire a thorough knowledge of the subject. Due attention is paid to prose composition, not only work illustrative of the more important principles and idioms of syntax, but also practice in continuous prose narrative, based upon the text of the authors read. Drill in re-composition and sight-reading forms an integral part of the course, and is regarded as one of the best means of leading students into the languages.

Work in mythology, antiquities, administrative systems, and in the *life* of Greece and Rome is presented in a way to convince students that there is nothing more living to-day than the results which spring from the study of the so-called "dead languages."

GREEK.

Course I. **Greek Grammar.** Daily. Two terms.

This course is designed to give the student a thorough knowledge of common forms of Attic prose and fundamental principles of Greek syntax. Practice is given in translation of easy passages of connected Greek as an aid in acquiring the vocabulary. Special attention is paid to the relation of Greek to Latin and English.

Text books: Goodwin's Grammar, White's First Lessons.

Course II. **Xenophon's Anabasis, Prose Composition, Sight Reading.** Daily. Two terms.

Stress is laid alike upon grammar, accurate translation, correct use of English in translating and the historic setting of the narrative.

Text books: Goodwin & White's Xenophon's Anabasis, Books I–IV, Goodwin's Greek Grammar, Pearson's Greek Prose Composition.

Course III. **Xenophon's Anabasis, Homer's Iliad, Prose Composition continued, Sight Reading, Greek History.** Daily. Two terms.

This course aims to familiarize the student not only with Homeric forms but also with the life and thought of the Homeric times, and to arouse appreciation of the literary value of Homeric poems.

Text books: Pearson's Greek Prose Composition, Keep's Iliad, Kendrick's Greek at Sight.

LATIN.

The four years' course is arranged to meet the maximum requirements for admission to college. With this end in view the course is arranged as follows:—

Course I. **Elementary Latin.** Daily. Two terms.

Thorough drill in forms, syntax and vocabulary. Frequent

Exercises in turning easy English into Latin. Daily exercises also in prepared and sight translation. The text used consists of connected and lively passages from ancient history and mythology. The connection between Latin and English is constantly emphasized.

Text books: Collar & Daniell's Latin Reader, Collar's Via Latina.

Course II. **Cæsar's Gallic War.** Daily. Two terms.

The four books are read in historical order. Short daily lessons in prose based directly on the text previously read. Daily recitations in grammar. During this course a general survey of the grammar is followed by detailed work in syntax. During the last few weeks of the course Nepos' Lives are read rapidly.

Text books: Allen & Greenough's Cæsar, Barss' Nepos, Arnold's Composition, Allen & Greenough's Grammar.

Course III. **Cicero and Ovid.** Daily. Two terms.

1. Cicero. Two-thirds of the course. The four orations against Cataline, the Manilian Law and Archias. Prose as during the course in Cæsar. Grammar as before with continued detailed work in syntax.

2. Ovid. Last third of the course. Course in rapid reading. Insistence as before upon exactness of translation, more than before upon fluency. Considerable sight reading to cultivate ability in the divining of an author's meaning. Illustrative readings from English authors. One entire period each week is taken for prose work and sight translation in Cicero.

Text books: Allen & Greenough's Cicero, Kelsey's Ovid.

Course IV. **Vergil.** Daily. Two terms.

Six books of the Æneid and the Eclogues. Lessons in prosody at the beginning of the course. Assigned readings also in mythology. Careless work is constantly guarded against by repeated work in grammatical construction, and by exercises in prose based upon Cæsar and Cicero. These authors are thus reviewed, and the complete course kept fresh before the student. Roman History is also reviewed.

Text book: Allen & Greenough's Vergil.

Course I. **French. For beginners.** Daily. Two terms.

The design of this course is to secure familiarity with the elements of grammar, pronunciation, rapid reading of easy prose and the recognition of words and simple phrases when spoken.

Text books: Worman's First French Book, Muzzarelli's Brief French Course, Super's French Reader, Guerber's Contes et Légendes, Selected Texts.

Course II. **Advanced French.** Daily. Two terms. Continues upon Course I.

Designed to secure ready translation of moderately difficult French at sight, ready knowledge of advanced grammar, and reasonable facility in the oral and written use of the language.

Text books for 1901–1902: Chardenal's Complete French Course, François' Composition, Malot's Sans Famille, Mérimée's Colomba, Selected Texts.

Course III. **German. For beginners.** Daily. Two terms.

Designed to secure familiarity with the essentials of accidence and elementary word order and syntax, together with the attainment of ability to translate easy prose at sight and to recognize words and simple phrases when uttered.

Text books: Otis' German Grammar, Hewitt's Reader, Guerber's Märchen und Erzählungen, Hillern's Höher als die Kirche.

Course IV. **Advanced German.** Daily. Two terms. Continues upon Course III.

Designed to secure knowledge of more advanced grammar, to give students ability to translate ordinary German at sight, and a reasonable facility in the use of the language in oral and written expression.

Text books for 1901-1902: Otis' German Grammar, Althaus'

Synopsis of German Grammar, Stein's Prose Composition, Schiller's Wilhelm Tell, Lessing's Minna von Barnhelm.

Course V. **Spanish. For beginners.** Daily. Two terms.

The design of the Spanish course is parallel to that of the first French course.

Text books for 1901–1902: Worman's First Spanish Book, Edgren's Brief Spanish Grammar, Doce cuentos escogidos, Matzke's First Spanish Readings, Selected Readings.

MATHEMATICS.

The work in mathematics is planned to meet the requirements for admission to the best colleges and technical schools. At the same time it is made as practical and educational as possible, the ability to pass college entrance examinations not being the main object. The various subjects are taught with two distinct aims: First, to train the reasoning faculties; second, to gain a thorough knowledge of the subjects themselves as absolutely essential to the study of the higher mathematics and the natural sciences. To accomplish these ends the student is thrown upon his own resources in the solution of a large number of problems and original exercises in algebra and geometry, and much attention is given to rapid review drill in the class room. The use of good English is insisted upon in both oral and written work as absolutely necessary to obtain the best results. *Thoroughness* and *accuracy* are the key words.

Course I. **Algebra.** Daily. Three terms.

The course in algebra extends through three terms. Two terms' work, five times a week, together with proportion and

logarithms [see plane geometry] is the minimum requirement for graduation from any course. This work includes the subject of quadratic equations and all that naturally precedes it. The third term, five times a week, covers progressions, permutations and combinations, the binomial formula, indeterminate coefficients, the nature of series, and variables and limits. This term is also required for graduation from the Classical or Scientific Course.

Factoring and the statement of problems are emphasized throughout the entire course.

Text book: Wells' Essentials of Algebra and Higher Algebra.

Course II. **Geometry.** Daily. Two terms.

Two terms, five times a week, are given to the study of plane geometry. In this course are included the ordinary algebraic work in proportion and the subject of logarithms. Numerous applications of the principles of logarithms are made in the solving of numerical exercises. Original work is required from the start to the finish. The object is to develop independence and originality. For the sake of accuracy and finish each student is required to do in ink from thirty to fifty original demonstrations.

Solid geometry is treated in the same manner as plane geometry.

Text books: Wells' Essentials, and Phillips & Fisher's Geometry.

Course III. **Geometry and Algebra Review.** Daily. One term.

Fourth Form students in the Classical course are required to take one term in the review of plane geometry and algebra. Naturally, this course is planned as a special preparation for freshman mathematics in college. This term is in addition to two terms of plane geometry and three terms of algebra.

No one text book followed.

Course IV. **Plane Trigonometry.** Daily. One term.

Special emphasis is put upon mastery of the trigonometric functions and of the fundamental trigonometric formulæ.

Biological Lecture Room.

Facility in the use of logarithms is acquired in connection with the solution of right and oblique triangles.

Text book: Phillips & Strong's Elements of Trigonometry.

Course V. **Plane Surveying.** Daily. One term.

Such portions of plane surveying are covered as will give familiarity with use of the level, compass and transit, and as will give some proficiency in measurement of distances and angles, chain surveying, leveling, land survey computations, plotting, field notes, and dividing land.

Text book: Davies' Surveying (Van Amringe).

THE SCIENCES.

The educational value of scientific studies may well be considered equal to that of the classics, and great care has therefore been exercised in the preparation of the courses here offered. Laboratory work is insisted upon in each course, *but only under careful supervision.*

Course I. **Physiology.** Daily. One term.

This course is required of all First Form students who are not taking the classical course. The skeleton, manikin, models, charts, alcoholic specimens and histological slides are used, together with dissection of animal organs in the laboratory. Drawings are required and much collateral reading is done by each student.

Text book: Martin's Human Body.

Course II. **Zoology with Laboratory Work.** Daily. One term.

In this course typical animals illustrating the various groups are dissected. Recitations, lectures, drawings and collateral reading supplement the laboratory work. The laboratory is supplied with aquaria, and the museum has one hundred and [illegible]nty-eight birds, thirty-four mammals, one hundred insects,

besides a miscellaneous collection of alcoholic specimens which are used in the course.

There is a small laboratory tax.

Text book: Jordan & Kellogg's Animal Life.

Course III. **Biology with Laboratory Work.** Daily. One term.

The work in this course is outlined by the teacher. These outlines are based upon Parker's Biology. Each member of the class prepares a set of twenty-five microscopic slides during the term.

Course IV. **Botany with Laboratory Work.** Daily. One term.

In this course each student analyzes fifty different specimens of flowers; collects and draws typical leaves from fifty different kinds of trees in addition to his laboratory work. Selections from Lubbock, Burroughs, and others awaken in the student a taste for such literature. A school herbarium, collections of seeds, algæ, woods, and prepared microscopic slides add to the interest of the work. Lectures, recitations and collateral reading make up the rest of this course. Compound microscopes are furnished by the school.

There is a small laboratory tax.

Text books: Spaulding's and Gray's Manuals, and Bergen's Foundations of Botany.

Course V. **Physics with Laboratory Work.** Daily. Two terms.

The course in elementary physics consists of lectures, recitations and work in the physical laboratory. The aim of the laboratory work is to give the student practical experience in scientific processes and to train him "to observe carefully, record accurately, infer justly, and express cogently." The relation of physics to familiar phenomena is strongly empha-

required to keep a note book containing an accurate record of his work. A laboratory fee sufficient to cover breakages is charged.

Text books: Wentworth & Hill's and Hall and Bergen's.

Course VI. **Advanced Physics.** Twice a week. Two terms.

A laboratory course in physical measurements with recitations and problems based upon the experiments is offered to those students who have taken two terms' work in elementary physics, either here or elsewhere, as a preparation for such work, and who desire to pursue a course in physics, immediately following such preparation. The course will correspond to what is known as the advanced admission requirement in physics at Harvard College. A knowledge of plane geometry and algebra, and a familiarity with the notation used in trigonometry are necessary. A student completing the course will be credited with one term's study toward graduation. Those who intend to pursue courses in physics, chemistry, or engineering in higher institutions are advised to elect this course.

Laboratory Manual: Sabine's Advanced Physics. Reference: Deschanel and Ames.

Course VII. **General Chemistry and Qualitative Analysis.** Daily. Two terms.

The work in chemistry during the first term is devoted to general study of inorganic chemistry. Experiments in the laboratory are supplemented by lectures and recitations. Much attention is paid to the solution of elementary chemical problems and, later in the term, to chemical theory. This course prepares the student for qualitative analysis, which is taken up in the laboratory during the second term. The laboratory work is supplemented by continued drill in problems and by the systematic study of chemical reactions. Students looking toward the study of medicine will find this course of great practical value.

Each student is required to keep a record of the results of his work in a note book.

Text books: Remsen's Chemistry, Prescott and Johnson's Qualitative Analysis, Newell's Chemical Problems.

Course VIII. **Geology.** Daily. One term.

The course in geology is divided into two parts. The first part consists of a study of the principal forms of crystallization in the different systems, by means of a set of two hundred pear-wood models, followed by a study of minerals and rocks from the museum and fields. The second part is a study of dynamical geology as illustrated by the action of geological agents upon the surrounding country. The location and environment of the school make this course of great interest and profit.

Text book: Dana's Geology (Revised).

Course IX. **Astronomy.** Daily. One term.

An elective course of one term is offered in elementary astronomy. The work is made more descriptive than mathematical. A knowledge of elementary algebra and geometry is a requisite for entrance to this course.

Text book: Todd's New Astronomy.

HISTORY AND ECONOMICS.

Course I. **Greek and Roman History.** Daily. One term.

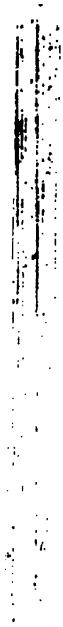
This course is intended to give such a knowledge of Greek and Roman history as is required for admission to the best colleges. Accuracy and exactness are encouraged by frequent ten-minute tests. Prominence is given to Greek and Roman geography.

Text book: Myer's Ancient History.

Course II. **Mediæval History.** Daily. One term.

PHYSICAL LECTURE ROOM.

CHEMICAL LABORATORY.



About two such reports will be presented for every three recitations.

Text book: Myer's Mediæval and Modern History.

Collateral works: Kingsley's Roman and the Teuton, Emerton's Introduction to the Middle Ages, Michaud's Crusades, Creasy's Fifteen Decisive Battles, Hallam's Middle Ages, Symond's Age of the Despots, Bryce's Holy Roman Empire, Fiske's Discovery of America.

Course III. **Modern European History.** Daily. One term.

This is a continuation of mediæval history and extends from the discovery of America to the present time. The study runs for the same period and is conducted in the same manner as Course II.

The following is a partial list of collateral works: D'Aubigne's History of the Reformation, Motley's Rise of the Dutch Republic, Carlyle's Frederick the Great and French Revolution, Steven's French Revolution, McCarthy's History of Our Own Times, and Scribner's Epochs of History series.

Course IV. **Civil Government.** Daily. One term.

At the recitations in this subject frequent reports are presented based upon collateral reading. Current politics and present political problems receive considerable attention.

Text books: Fiske's Civil Government and Bryce's American Commonwealth. (Ab. ed.)

Course V. **Political Economy.** Daily. One term.

In this course the subject of money is thoroughly treated. Bimetallism, national and international, and the currency laws of the United States are studied somewhat at length. The tariff, theoretical and historical, also receives considerable attention.

Text book: Walker's Political Economy (briefer course), with references to other authorities.

Course VI. **English History.** Daily. One term.

This course is offered every other term. Much collateral work is required in the standard English histories.

Text book: Montgomery's English History.

Course VII. **Advanced U. S. History.** Three times a week. Two terms.

This course is open with restrictions to those who have passed preparatory United States history. It covers a period extending from the Revolutionary War to the election of President Garfield, and aims to give, besides the general history of the period, a critical knowledge of the lives of the great men, detailed information in regard to the Revolutionary and Civil Wars and a mastery of the problems of the social and political life of the times.

No text book is used, but courses of reading are followed under the direction of the instructor and each student is expected to present articles upon assigned topics.

Collateral works: Works of McMaster, Fiske, Schouler and Rhodes, American Statesmen Series, Scribner's Battles of the Civil War, Century War Articles, Blaine's Twenty Years in Congress, Nicolay & Hay's History of Lincoln, Grant's Memoirs and others.

ETHICS AND PSYCHOLOGY.

Ethics. Daily. One term.

Lectures and recitations three times a week and a two-period seminar once a week. The course includes a study of the phenomena of personality, the moral consciousness, conscience, will, virtue, etc.; a brief review of the principal types of ethical theory, with special reference to doctrines of the supreme good and the ultimate ground of obligation; an analysis of the ethical teachings of Jesus Christ, and, finally, in the light of

and at the weekly meeting reports of work done will be received and discussed.

Psychology. Daily. One term.

DRAWING.

Weekly. Two terms.

The work in free-hand drawing has been planned to give as much variety as possible within the time allowed. An effort is made to familiarize the student with the principles of representative, decorative and constructive drawings. The mechanical side of free-hand drawing is given the largest place in the work of the course. Care is taken to teach the principles of symmetry, proportion and beauty of outline. No text book is used.

Studio work is offered for those desiring it.

PENMANSHIP.

Weekly. One term.

Both the vertical and Spencerian systems are taught. Every student, unless he has done satisfactory work in class, is required to take an annual examination in the subject.

MUSIC.

Vocal music is a required study for all students to the end of the Second Form.

Instruction is given in classes by special teacher, without extra charge.

Preparatory Course. Twice a week. First term.

The scale is introduced in the key of C, first by imitation, then from call, after which the Italian plan of giving each tone a name is followed.

Great care is exercised in the first lessons with regard to the correct manner of using the respiratory as well as the vocal organs.

SIGHT READING AND SINGING.

Beginning with the key of C, almost the entire theory of musical notation is taught while the class is studying that key, but frequent exercises are interspersed for the practice of *reading*, with *do* on other degrees than C. The absolute pitch names are learned in all staffs and the minor key and scale introduced.

Preparatory Course. Twice a week. Second term.

Continues the study of the minor scale and minor key, in relation to the major key. The study of intervals is begun and the practice of chords, with an explanation of their construction and character.

Text book: Palmer's Graded Studies. The method of instruction is adapted from Dr. Palmer's Class Method.

First Form. Twice a week.

In this course the singing of chords as well as the writing of them is continued, and all keys are introduced and carefully practiced. The instruction is in voice culture and singing as well as in sight reading. Correct style of chanting is taught, also directing.

Second Form. Weekly.

In this course the time is employed chiefly in singing in chorus and quartets and in miscellaneous drill.

INSTRUMENTAL MUSIC AND VOICE CULTURE.

Private lessons on the piano and pipe organ and in voice culture are provided for those who desire them. For these lessons an additional charge is made.

PREPARATORY DEPARTMENT.

ARITHMETIC.

Here the aim is to master the essential principles, and to make the work as practical as possible. Artificial and improbable examples are avoided.

Daily. First term.

Fractions, common and decimal, denominate numbers and the metric system, involution and evolution, mensuration, ratio and proportion, as far as percentage.

Daily. Second term.

Percentage, interest, discount, exchange, equation of payments, stocks and bonds.

Text book: Wells' Academic Arithmetic.

ENGLISH GRAMMAR.

Daily. Two terms.

The course is intended as a foundation for future English work and must be finished before Rhetoric or Latin is begun. Thorough drill is given in the parts of speech and all grammatical construction. More emphasis than usual is put on the analysis of sentences and the correction of errors in the use of English.

Text book: Reed and Kellogg's English Grammar.

UNITED STATES HISTORY.

Daily. One term.

This covers as fully as is practicable in one term the entire history of our country. Only the more prominent characters and the most important events of the periods of discovery, of colonization, and of colony life are touched upon. Importance is laid upon the causes and the history of the Revolutionary War, upon the Critical Period, upon the great constitutional and political measures and events of the National Period, upon the slavery struggle, and upon the Civil War. The text is supplemented by frequent talks and lectures.

Text book: Fiske's United States History.

GEOGRAPHY.

Daily. One term.

The course in geography takes up the study of the physical features of the Grand Divisions, paying particular attention to the productions and manufacturing industries of each continent.

In connection with the study of the political divisions, reference is made in class work and by special topics to the history and progress of the nations. Globes and maps are used in illustration of the work, while map drawing is required.

Text book: Barnes' Complete Geography.

TWENTIETH ANNIVERSARY AND FIFTEENTH ANNUAL COMMENCEMENT EXERCISES.

April 20—23, 1901.

Class Day Exercises, Saturday, 3:30 P. M., April 20.

Allen Prize Declamations, Saturday, 7:30 P. M., April 20.

Commencement Sermon, . Sunday, April 21

Rev. C. I. Scofield, D. D.

Twentieth Anniversary Service, Monday, 10:30 A. M., April 22.

"Mount Hermon's Place in Education and the World's Work."

Rev. Thomas N. Baker, '89, of New Haven, Conn.

Anniversary Poem.

Mrs. L. L. Norton, Mount Hermon.

"Mount Hermon in the Twentieth Century."

Mr. William R. Moody, '87.

"Our Legacy,"

Col. C. A. Hopkins, of the Board of Trustees.

Principal's Reception, Monday, 5:00 P. M., April 22.

Sacred Concert, Monday, 7:30 P. M., April 22.

Commencement Day, Tuesday, 10:30 A. M., April 23.

Address by Rev. Charles E. Jefferson, D. D., of New York City.

Presentation of Diplomas to members of Graduating Class.

Awarding of Prizes.

The Prizes awarded were as follows:

Cambridge Prize.

Gustavus H. Robinson.

Allen Prizes in Declamation.

1st prize, William W. Catherwood.
2d prize, Willard L. Pratt.

Mrs. Frank Wood Prize.

W. Finney Tyler.

B. P. Dwight Prizes.

For Best Laboratory Work in Physics.

1st prize, Ralph G. Moody.
2d prize, Cecil W. Pocock.

For Best Laboratory Work in Chemistry.

Walter W. Palmer.

Wesleyan-Hermon Club Prize in Mathematics.

1st prize, Herbert J. Read.

Second and third prizes offered by Mr. L. L. Norton.

2d prize, Albert C. Gilbert.
3d prize, John F. Lyman.

Alumni Prize Debate (April 6).

1st prize, J. Madison Gathany.
2d prize, Arthur G. H. Power.
3d prize, Cecil W. Pocock.

Prizes in Oratory, February 22, 190

1st prize, Clement Richardson.
2d prize, Ralfe W. Armstrong.
3d prize (Isaac Mershon Prize), John E.

David Class Prize for Best Metrical T
Selections from the Tristia.

S. Douglas Malcolm.

Prize in books for Best Essay in Bi

Guy W. Sarvis.

D. L. Moody Prizes in Bible.

FOURTH FORM. Two prizes.

1st prize, G. Tyler Mairs.
2d prize, Willard H. Cherry.

THIRD FORM. Three Prizes.

1st prize, Edwin D. Harvey.
2d prize, Rudolph Schweizer.
3d prize, Julius H. Kramer.

SECOND FORM. Five prizes.

1st prize, DeForest E. Martin.
2d prize, Ernest A. Ohori.
3d prize, John F. Lyman.
4th, two equal prizes to Austin M. Leav
E. Chaney.

FIRST FORM. Seven prizes.

1st prize, Guy W. Sarvis.
2d prize, James L. McConaughy.
3d, two equal prizes to Claude J. Fingar and Albert C. Gilbert.
4th, three equal prizes to Arthur G. H. Power, William H. Peterson and Christian M. Bernsten.

FIRST FORM (Fall). SECOND FORM (Winter). Two prizes.

1st prize, Henry K. Vye.
2d prize, Edwin C. Armbrust.

PREPARATORY (Fall). FIRST FORM (Winter). Six prizes.

1st prize, Harold R. Edwards.
2d, two equal prizes to Donald Miner and Clifford I. Bradley.
3d, three equal prizes to William Stahl, T. DeWitt Edwards and Edward Holway.

PREPARATORY. Seven prizes.

1st prize, Thomas R. Thompson.
2d prize, Edgar Watson.
3d, two equal prizes to Eleya Serges and Samuel R. Huff.
4th, three equal prizes to Roger E. Coolidge, Robert W. Mark and Lester W. Speer.

GREEK TESTAMENT. One prize.

Edwin H. Hazen.

ELECTIVE BIBLE. One prize.

COMMENCEMENT EXERCISES.

August 16, 1901.

Commencement Day, Friday afternoon, August 16.
Address by Rev. Samuel Chadwick, Leeds, England, followed by Rev. G. Campbell Morgan of London.

Presentation of Diplomas to members of Graduating Class.

Awarding of Prizes:

The prizes awarded were as follows:

D. L. Moody Prizes in Bible.

DAILY BIBLE CLASS. Two prizes.

1st prize, John F. Coleman.
2d prize, Willard R. Walker.

TWICE-A-WEEK BIBLE ABOVE FIRST FORM. One prize.

1st prize, William E. W. Denham.

FIRST FORM BIBLE. Two prizes.

1st prize, Edgar C. Lucas.
2d prize, David L. Probert.

PREPARATORY BIBLE. Three prizes.

1st prize, Hubert G. Smith.
2d prize, G. Arthur Jamieson.
3d prize, Norman R. Patterson.

ADDITIONAL PRIZES IN BIBLE FOR GREATEST PROGRESS DURING THE TERM.

Linus A. Snow, Yew Chong Lee, and John H. Dow, Jr.

TEXT BOOKS.

Arithmetic, Wells' Academic.
English Grammar, Reed and Kellogg's.
United States History, Fiske's.
Geography, Barnes' Complete Geography.
Algebra, Wells' Essentials and Wells' Higher.
Geometry, Wells' Essentials and Phillips and Fisher's.
Trigonometry, Phillips and Strong's.
Analytical Geometry, Bailey and Wood's.
Astronomy, Todd's New.
Surveying, Davies' (Van Amringe).
Physiology, Martin's Human Body.
Biology, Parker's.
Botany, Gray's Manual, Spaulding's Laboratory Manual and Bergen's Foundations of Botany.
Zoölogy, Jordan and Kellogg's Animal Life.
Geology, Dana's Revised.
Physics, Wentworth and Hill, Hall and Bergen and Sabine.
Chemistry, Remsen's Chemistry, Prescott and Johnson's Qualitative Analysis. Newell's Chemical Problems.
Ancient History, Myer's.
Mediæval and Modern History, Myer's.
English History, Montgomery's Leading Facts.
Civil Government, Fiske's and Bryce's.
Political Economy, Walker's Briefer Course.
Psychology, James'.
Ethics, Davis'.

Elocution, Emerson's Vocal Exercises and Vocal Interpretation of English Classics.
Latin Grammar, Allen and Greenough's.
Latin, First Book, Collar and Daniell's.
Via Latina, Collar's.
Latin Composition, Arnold's.
Cæsar, Allen and Greenough's.
Nepos, Barss'.
Cicero, Allen and Greenough's.
Vergil, Allen and Greenough's.
Ovid, Kelsey's.
Greek Grammar, Goodwin's.
Greek Lessons, White's First Greek Book.
Greek Composition, Pearson's.
Xenophon, Goodwin and White's.
Homer, Keep's.
French Grammar, Chardenal's Complete French Course.
First French Book, Worman's.
French Reader, Super's.
German Grammar, Otis'.
First German Book, Worman's.
German Composition, Stein's.
German Reader, Hewett's, Guerber's Märchen und Erzählungen and Selected Texts.
Spanish, Edgren's Brief Spanish Grammar. Worman's First Spanish Book. Selected Readings.
Bible: Good English Bible with References and Helps. Revised Version. Concordance, Cruden's or Walker's. Various Reference Books on Different Courses.
Singing, Palmer's Graded Studies.

GRADUATES.

CLASS OF '87.

Elmer, Alton D.	Northfield, Mass.
Fleet, Sydney R.	"Lowell Citizen," Lowell Mass.
Hyde, Rev. Thomas B. .	64 Isabella St., Toronto, Can.
Moody, William R. . . .	East Northfield, Mass.
Tiffany, Frank M., M. D. .	130 South St., Stamford, Conn.

CLASS OF '88.

Coyle, Rev. Thomas . . .	Twenty-third St. and Colby Ave., Everett, Wash.
Critchlow, Frank L. . .	Johns Hopkins University, Baltimore, Md.
Holbrook, William F. . .	Keene, N. H.
Hunting, Henry R. . . .	Johnson's Bookstore, Springfield, Mass.
Moody, Ambert G. . . .	East Northfield, Mass.
Newton, Frederick E. . .	Phillips Academy, Andover, Mass.
Richardson, Rev. Charles F.	704 First Ave. South, Great Falls, Mon.
Schwab, Rev. S. Herman .	Cor. 31st Pl. and Cent. Ave. Chicago, Ill.
Thompson, Rev. Robert J. .	Green's Farms, Conn.
Williams, Rev. William H.	128 Calhoun St., Baltimore, Md.

CLASS OF '89.

BISHOP, GEORGE W. . . .	700 Parker Ave., Beloit, Wis.
BLANCHARD, MARK	Tamaroa, Ill.
DOOLITTLE, HERBERT E. . .	East Northfield, Mass.
FLEET, S. BERTRAM . . .	195 Devonshire St., Boston, Mass.
GRAVETT, REV. JOSHUA . .	3406 Downing Ave., Denver, Col.
HAWKES, ALBERT S. . . .	1319 Narragansett Boulevard, Edgewood, R. I.
HOLTON, HARRY C.	Mount Hermon, Mass.
MCGAFFIN, REV. ALEXANDER .	9 Monroe Place, Brooklyn, N. Y.
TILDSLEY, JOHN L.	168 West One Hundred and Fifth St., New York City.
WALKER, SAMUEL E. . . .	East Northfield, Mass.

CLASS OF '90.

BAINES-GRIFFITHS, REV. DAVID	200 N. 7th St., Kansas City. Kan.
BARKER, JR., WESLEY E. . .	253 Broadway, New York City.
BISHOP, C. SIDNEY	General Secretary Y. M. C. A., Kansas City, Mo.
COLHOUN, EDMUND R. . . .	
DANIELS, JOHN E. . . .	307 Washington St., Care of Boston Traveler, Boston, Mass.
GREEN, GERVASE, PH. D. . .	Yale University, New Haven, Conn. 136 Sherman Ave.
HAYWARD, HARRY. . . .	Penn. State College, State College, Pa.
HUGHES, DAVID A., PH. D. .	Illinois College, Jacksonville, Ill. 873 W. State St.
MCDOWELL, REV. JOHN . .	726 Second Ave., Detroit, Mich.
MORGAN, JOSEPH E. . . .	435 Kansas Ave., Topeka, Kan.
MORRISON, CHARLES F. . .	The Retreat, Oxford, O.
TURNER, GEORGE E. . . .	Keystone Eng. and Con. Co., Pittsburg, Pa.

WOODHOUSE, GEORGE . . .	318 West Fifty-seventh New York City.
YARROW, REV. SYDNEY R. .	Mill Valley, Cal.

CLASS OF '91.

ABELLS, HENRY D.	Morgan Park, Ill.
BARBOUR, CHARLES E. .	Mount Carmel, Pa.
BAYLIES, FRANK D. . . .	National Musical String New Brunswick, N. J.
BLISS, JESSE L., M. D. . .	255 High St., Holyoke, Ma
CARLSON, GUSTAF B. . . .	Middletown, Conn.
CATON, REV. J. COLLINGS .	Lawyersville, Schoharie N. Y.
CHAMBERLAIN, GEORGE M., M. D.	330 Dean St., Brooklyn, I
CHURCH, ULYSSES G. . .	36 North Main St., W bury, Conn.
DECHANT, CHARLES E. . .	Collegeville, Pa.
FISK, CHARLES L.	1041 South Hoyne . Chicago, Ill.
GRAVES, WALTER C. . . .	4528 Woodlawn Ave., Chi Ill.
HARTZLER, ROLLIN Z. . . .	204 South Duke St., Yorl
NEWCOMB, REV. EDWARD H.	17 Crescent St., Biddeford
PLATT, BENJAMIN M. . . .	Weatherford, Oklahoma.
WAPLES, JR., E. CARL . . .	Elmira, N. Y.
WATSON, RICHARD L. . . .	Mount Hermon, Mass.
WOODRUFF, LOUIS C. . .	
WOODWARD, LUTHER B. . .	Law School, Boston Unive Boston, Mass.

CLASS OF '92.

* BRANDON, JOHN L. . . .	
BUDINGTON, ROBERT A. . .	Columbia University,

CHAMBERS, REV. R. FRANK	Newton, Ia.
CHAN LOON TEUNG	Foo Chow College, Foo Chow, China.
DUNCAN, LINDSAY	Union College, Schenectady, N. Y.
GILLESPIE, REV. HARRY	Copley, Pa.
*HARRIS, RICHARD A.	
HAZEN, ROBERT, M. D.	745 Massachusetts Ave., Boston, Mass.
HILLS, ROBERT W.	Mechanicsville, N. Y. (Fitchburg R. R.)
HUGHES, ROBERT L.	Whiting, Ind.
LANE, REV. EDWARD G.	1832 Spruce St., Boulder, Col.
*LONG, FRED W.	
LOVE, REV. FRANK T.	Averill Park, N. Y.
McGEEHON, REV. SELDEN E.	87 Laurel St., Hartford, Conn.
MOODY, ARNOLD E.	Army Y. M. C. A., Havana, Cuba, 67 Prado.
MOOR, REV. DAVID Y.	Wilmington, Conn.
PALMER, REV. BURTON M.	Benicia, Cal.
RECKARD, HIRAM L.	910 Canton St., Baltimore, Md.
*REED, WILLIAM D.	
RITTER, DR. THOMAS J.	Clinton, Mass.
SHELDON, JOHN L.	Department of Botany, Univ. of Nebraska, Lincoln, Neb.
STORNER, REV. GEORGE	Bradford, McKean Co., Pa., 2 Church St.
WHEELER, EDWIN M., M. D.,	Baltimore, M. D.
YARROW, REV. P. WALTER	Montevideo, Minn.

CLASS OF '93.

BROOKS, REV. CHARLES A.	Knowlesville, N. Y.
CALHOUN, JOSEPH S.	First National Bank, Cartersville, Ga.
CARTLEDGE, GEORGE W.	
CHAN, KWONG KUE	314 Classon Ave., Brooklyn, N. Y.

*Deceased

DeForest, Lee	190 So. Roby St., Milwaukee, Wis.
Duley, Frank L.	Mt. Hermon, Mass.
Fisher, Rev. Gilbert D.	Harford, Pa.
* Folstead, Walter L.	
Hatch, Howard. A.	N. Y. O. & W. R. R., Norwich, N. Y.
Hazen, Tracy E.	Columbia University, New York City.
Hines, Ernest J.	Northampton, Mass.
Hyde, Rev. Edgar R.	Turners Falls, Mass.
Johnson, Rev. Ansel E.	Antioch, Cal.
Leavens, Joseph G.	Melrose, N. Y.
LeBosquet, Theodore H.	20 Arlington St., Haverhill, Mass.
Pride, Frank A.	186 Bowdoin St., Dorchester, Mass.
Pugsley, Matthew C.	Meadville, Pa.
Rexford, Walter D.	Las Vegas, New Mexico.
Robie, Edward	Hanover National Bank, Brooklyn, N. Y.
Sipperley, John G.	Troy, N. Y. (Postoffice.)
Snow, Charles L.	Wellington, Conn.

CLASS OF '94.

Abbott, Philip F.	118 Eleventh St., Oakland, Cal.
Bartlett, Ernest P.	Sunapee, N. H.
Booth, Charles E.	Belchertown, Mass.
Collins, Rev. William L. B.	80 Institute Place, Chicago, Ill.
Crowell, Christie B.	Brattleboro, Vt.
Dammes, Thomas W.	See Wesley.
Dean, Lee G.	Berwyn, Ill.
Doolittle, Amasa L.	874 State St., New Haven, Conn.
Doolittle, Fred H.	East Northfield, Mass.
Fulton, Rev. Albert C.	Kennebunk, Maine.

*Deceased

GLEASON, ALSON H. . . .	30 Congress St., Milford, Mass.
GOODRICH, A. BURDETTE .	Glastonbury, Conn.
HARDY, WILLIAM S. . . .	Hardy Music Co., Haverhill, Mass.
HAYES, ABNER P.	117 Park St., New Haven, Conn.
*HODGDON, HARRY A. . .	
HOELLE, CHRISTIAN . . .	Waldstetten, Balingen, Württenburg, Germany.
JULIN, C. EDWARD	City Hall, New Haven, Conn.
LEWIS, JOSEPH E.	27 Spring St., Hartford, Conn.
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LOTZ, JOHN H.	St. Paul's School, Garden City, N. Y.
MAYNARD, JR., JAMES T. . .	Kurn Hattin Home, Westminster, Vt.
MOORE, HENRY J.	Lehigh University, South Bethlehem, Pa.
MORELL, WILLIAM B. . . .	So. Amherst, Mass.
NOBLE, JOHN C.	43 South St., New York City.
O'CONNOR, C. ROBERTS . .	Hobart, N. Y.
ROSS, ARTHUR BASIL . . .	Keswick Ridge, N. B.
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SMITH, NAT W.	Trinity, Texas.
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YOUNG, FRED	Honolulu, Hawaii.

*Deceased

CLASS OF '95.

*Camp, John P.	
Connell, Walter G. . .	Brockton El. Railway Co., Lakeside, Lakeville, Mass.
Dwight, Benjamin P. . .	West Hatfield, Mass.
Fowler, Fred W.	343 W. Twenty-third St., New York City, N. Y.
Fuller, Robinson S. . . .	Care E. A. Gunther, Sorata, Bolivia, S. A.
Holbrook, Edward F. . .	Keene, N. H.
Johnston, Charles E. . .	Westmoreland, N. Y.
McConnico, A. J.	Vaiden, Miss.
*McKinley, George G. . .	
Merrett, Jr., George P. .	Williamstown, Mass.
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Rastall, Ernest S. . . .	1089 Victor St., Chicago, Ill.
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Simmons, Frank E. . . .	Princeton Theological Seminary, Princeton, N. J.
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Winchell, Carl S. . . .	73 Warren St., Care of Thomas Leeming & Co., New York City.
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CLASS OF '96.

Barter, Charles F. . . .	6 Circuit St., Boston, Mass.
Brown, Willard E. . . .	R. H. White & Co., Boston, Mass.
Carey, Edgerton S. . . .	Syracuse Medical College, Syracuse, N. Y.
Douglass, Gaylord W. . .	Mount Hermon, Mass.
*Grout, Ernest C. . . .	

*Deceased

HUME, WILLIS P.	Auburn Theological Seminary, Auburn, N. Y.
MACDOWELL, SAMUEL . . .	Princeton Theological Seminary, Princeton, N. J.
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PEIT, ALFRED W.	Baltimore Medical School, Baltimore, Md.
RICHMOND, REV. WILLIAM A.	Freedom, Me.
SMITH, HARRISON P. . . .	East Northfield, Mass.
SMITH, REV. CHESTER F. L. .	35 Forest St., Roxbury, Mass.
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WALDRON, WILLIAM . . .	Company I, 4th Infantry, Manila, P. I.

CLASS '97.

ANDREWS, BARTON F. . . .	318 West Fifty-seventh St., New York City.
BARRUS, GEORGE W. . . .	314 East St., N. W., Washington, D. C.
BARTLETT, EDWIN N. . . .	North Guilford, Conn.
BRUCE, CHARLES O. . . .	Mount Hermon, Mass.
ELLIOT, CHARLES	Oberlin College, Oberlin, O.
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WALDRON, JOHN D. . . .	Honolulu, Hawaii.
YARROW, ERNEST A. . . .	Hartford Theol. Seminary Hartford, Conn.

CLASS OF '98.

ALLING, MORRIS E. . . .	Brown University, Providence R. I. 60 University Hall
BALDWIN, BURTON J. . . .	Wesleyan University, Middletown, Conn.
BEST, JOHN	Kenton, Mich.
BURKE, WARREN J. . . .	Amherst College, Amherst Mass.
CHAPIN, EDWARD H. . . .	Holden, Mass.
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JOHNSTON, LESLIE M. . . .	Yale University, New Ha-

McCONNICO, SAMUEL E. . .	Vaiden, Miss.
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WARNER, CARL G.	Rocky Hill, Conn.
YOUNG, JAMES C.	Amherst College, Amherst, Mass.

CLASS OF '99.

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CLASS OF 1900. (April.)

ABEL, MELBOURNE T. . . .	12 W. 60th St., N. Y. City.
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BULL, FREEMAN N.	Massachusetts Institute Technology. Address:

FRANCIS, CHARLES W. . .	Greenfield, Mass.
GAINES, THOMAS R. . . .	Yale University, New Haven, Conn. 103 Park St.
GARDNER, HAROLD I. . . .	Yale University, New Haven, Conn. 40 Lake Place.
GRABE, JOHN J.	Lehigh University, South Bethlehem, Pa. 452 Chestnut Street.
HEDIN, CARL J.	Dartmouth College, Hanover, N. H.
KENDALL, LEON M. . . .	Brown University, Providence, R. I.
KRUG, ADOLPH N.	Amherst College, Amherst, Mass.
MACMILLAN, THOMAS D. . .	9 Binnie Place, Glasgow, Scottland.
McLEOD, FRASER L. . . .	Princeton University, Princeton, N. J.
MERSHON, ISAAC S.	Prospect Plains, N. J.
MILLER, HERBERT C. . . .	Yale University, New Haven, Conn. Yale Hall.
NORTON, CHARLES C. . . .	12 W. 60th St., N. Y. City.
PAYNE, JOSEPH	Baltimore Medical College, Baltimore, M. D.
PUTNAM, HARRY W. . . .	University of Michigan, Ann Arbor, Mich., Dental School.
RICE, HARRY I. B.	Yale University, New Haven, Conn.
RIGGS, ERNEST W.	Princeton University, Princeton, N. J.
RIGGS, THEODORE D. A. . .	Marsovan, Turkey in Asia.
SAFFORD, JOHN H.	Yale University, New Haven, Conn.
SINCLAIR, WILLIAM . . .	Princeton University, Princeton, N. J.
TOWNE, LEROY M.	Brown University, Providence, R. I. 38 Benevolent St.
VANDERBILT, EARL . . .	Brown University, Providence, R. I. 38 Benevolent St.

CLASS OF 1900. (August.)

CLAPP, LAURENCE B. . . .	Cornell University, Ithaca, N. Y.
MILLIKEN, EDWARD R. . .	Pomona College, Claremont, Cal.
NEWELL, GEORGE M. . . .	Wesleyan University, Middletown, Conn.
RICHARDSON, AUSTIN L. . .	University of Michigan, Ann Arbor, Mich.
SCHUTT, EDWIN H. . . .	Wesleyan University, Middletown, Conn.

CLASS OF 1901. (April.)

AITKEN, C. STANLEY . . .	Brown University, Providence, R. I.
ANDERSON, FRED B. . . .	Oberlin College, Oberlin, Ohio.
BOYD, JOHN F.	Wesleyan University, Middletown, Conn.
CHERRY, WILLARD H. . .	Salem, N. Y.
FRISSELL, CLAYTON C. . .	Mount Hermon, Mass.
GATHANY, JESSE M. . . .	Brown University, Providence, R. I.
HAZEN, EDWIN H.	Dartmouth College, Hanover, N. H.
KIRKPATRICK, JR., MURRAY B.	University of Pennsylvania, Philadelphia, Pa.
LANGDON, JR., GEORGE . .	East Northfield, Mass.
MAIRS, G. TYLER	765 Fourth Ave., Troy, N. Y.
NEWMAN, HARRY A. . . .	Princeton University, Princeton, N. J.
PALMER, WALTER W. . . .	Amherst College, Amherst, Mass.
ROBINSON, GUSTAVUS H. . .	Harvard University, Cambridge, Mass., 12 Kirkland Place.
SEIFERT, HENRY	Springfield Training School, Springfield, Mass.

SIBLEY, CHARLES T. . .	22 Sutton Place, New York City.
WHITFORD, NATHANIEL G.	Perryville, R. I.
WOOLHOUSE, EDGAR . .	929 North Nevada Ave., Colorado Springs, Col.

CLASS OF 1901. (August.)

LAMKIE, WILLIAM J. . .	Brown University, Providence, R.I.
POCOCK, CECIL W. H. .	Lehigh University, South Bethlehem, Pa.
ROBINS, J. LESTER . . .	Wesleyan University, Middletown, Conn.
SHIPMAN, RALPH B. . .	Wesleyan University, Middletown, Conn.
WEISS, PAUL	Brown University, Providence, R.I.
WILSON, W. GEORGE . .	Yale University, New Haven, Conn.

Mount Hermon Alumni Association.

Officers, 1901-02.

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1st Vice President, . . .	S. R. Yarrow, Mill Valley, Cal.
2d " . .	G. B. Carlson, Middletown, Conn.
3d "	A. C. Fulton, Kennebunk, Me.
4th " .	G. W. Douglass, Mount Hermon, Mass.
5th " . .	A. E. Roberts, Middleboro, Mass.
Secretary, ...	S. E. Walker, East Northfield, Mass.
Treasurer, ...	M. E. Alling, Providence, R. I.

By-Laws. Article II.—Members.

SECTION 1. Any person who has been a student of Mount Hermon School and is recommended by the Executive Committee, is eligible for membership.

SECTION 2. Applicants for membership shall send their names to the Secretary, giving the time spent at the school, present occupation, and address.

Article VI.—Finances.

SECTION 1. The annual dues of this Association shall be fifty cents.

298370

ENTRANCE EXAMINATIONS.

September, 1901.

ARITHMETIC.

1. Find the H. C. F. and L. C. M. of 228, 304, and 342.
2. Add together $2\frac{5}{11}$, $4\frac{3}{7}$, $\frac{100}{81}$, and $\frac{671}{33}$ and reduce your result to its lowest terms.
3. Three men own a house; one owns $\frac{3}{16}$, the second $\frac{1}{4}$ of it, and the third sells his share for $2800. What is the value of the house?
4. Find, at 20 cents a square yard, the cost of painting the walls of a room 16 feet by 15 feet and 10 feet high, if the room has two doors 7 feet 6 inches by 4 feet, four windows 6 feet by 3 feet 9 inches, and a base-board 9 inches wide.
5. What is the unit of length in the metric system? How are the units of weight and capacity derived from it? What is the weight in kilograms of a cube of water whose edges are 5.7 centimeters in length?
6. A manufactory uses 24 tons of coal a day, 20% of which is lost in smoke. How much coal would be needed if this waste could be prevented?
7. Find the amount due January 1, 1901, on a note for $5000, dated March 3, 1899, and bearing 5% interest
8. An agent received $50,000 to invest in cotton, after taking out his commission at $\frac{1}{2}$%. If he pays 6$\frac{1}{4}$ cents per pound, how many pounds of cotton does he purchase, and what is his entire commission?

A man pays $90 for insuring against fire his house worth $7500. What is the rate per $1000, and what must I pay at this same rate for insuring my buildings worth $15,675?

ENGLISH GRAMMAR.

1. Write sentences to illustrate:
   a. Attribute (or subjective) complement.
   b. Infinitive phrase used as subject.
   c. Appositive (explanatory modifier).
   d. Indirect object.
   e. Adverb clause of time.
2. Define and illustrate:
   a. Clause.
   b. Phrase.
   c. Relative Pronoun.
   d. Interjection.
   e. Participle.
3. Give the construction of the italicized words and phrases below:
   a. "Blow, blow, *thou* winter *wind*,
   Thou art not so unkind
   As *man's* ingratitude."
   b. They ran *to call* him and give him the *ticket*.
   c. "The quality *of mercy* is *not* strained;
   It droppeth *as* the gentle rain from heaven
   Upon the place beneath."
4. Analyze (or diagram):
   a. "A peaceable man doth more good than he that is well learned."—*Á Kempis*.
   b. "If you are ever tempted to say a word or to do a thing that shall put a bar between you and your family, your home, and your country, pray God to take you that instant to heaven."
   —*E. E. Hale*.
5. Name the Personal Pronouns.
6. *a.* Compare little, bad, happy, agreeable, empty, top, sweet.

b. How do nouns form their plurals?

7. Conjugate *come* in the Active Voice.
8. Conjugate *tell* in the Passive Voice, Indicative Mode.
9. *a.* What is meant by principal parts?
   b. Distinguish between transitive and intransitive verbs.
10. Correct, giving reasons for each change:
   a. Each person will provide their own lunch.
   b. He don't look so very tall.
   c. Can we go over to the river?

ENGLISH COMPOSITION.

Punctuate and capitalize the following, giving reasons for each change:

a. I said that he could do it if he tried but he said no I can't.

b. after dark they drove out to the shore of lake michigan.

c. Tap tap went the staff on the kitchen floor nor did it rest till it stood itself on end beside Mercury's chair.

Correct the following sentences giving reasons for each change:

a. If I don't pass, will I be allowed to try again?

b. He fell out of the boat in the water.

c. He said to his friend that if he did not feel better soon he had better go.

Write a business letter to apply for a situation.

Write an essay of at least two hundred and fifty words on one of the following; be careful to divide it into proper paragraphs:

The Old Schoolhouse.
My Room.
An Unexpected Swim.
The Complaint of the Blackboard.
How I Broke My Colt.
What Trusts Are.

GEOGRAPHY.

Define latitude, longitude, climate, divide, basin, delta, monsoon, zone, peninsula, isthmus.

Name the states that border on the Atlantic Ocean and mention the capital of each.

Name the rivers comprised in the Mississippi Basin.

What are the products of the following states: Vermont, Pennsylvania, Virginia, Louisiana, Kentucky, Missouri, Texas, Kansas, Washington, California?

Name and locate the possessions of the United States.

Describe the surface of South America. Locate and describe the llanos, selvas, pampas.

What are the principal products of the countries of Europe that border on the Mediterranean Sea?

Name and locate ten cities of Europe that are commercially important.

Name ten rivers, six seas, and six commercial cities in Asia.

What and where are the following: Mooschead, Rio Grande, Bad Lands, Popocatepetl, Managua, Magellan, Carpathian, Sicily, Hindoo Koosh, Manila, Nyassa, Kongo, Good Hope, Melbourne, Puerto Principe?

UNITED STATES HISTORY.

Name three French, three Spanish and three English explorers, and tell what each did.

Give an account of Virginia to the time of Bacon's Rebellion.

(1) What territory was claimed by France at the beginning of the French Wars? (2) Upon what did she base her claim? (3) What were the results of these wars?

Describe Burgoyne's Campaign.

Give a complete account of Benedict Arnold.

6. (1) What kind of a government did the United States have before the Constitution went into effect? (2) Describe carefully why the change was made.
7. What caused the Mexican War?
8. What led up to the Compromise of 1850, and what were its terms?
9. Name the first ten presidents of the United States (in order), and mention one event in each administration.
10. State one fact about each of the following:
    (1) St. Mary's.
    (2) Roanoke Island.
    (3) Peter Minuit.
    (4) St. Augustine.
    (5) Fort Duquesne.

ENGLISH BIBLE.

Preparatory A.

1. (*a*) How much of the Bible have you ever thoughtfully *read?*
   (*b*) How much have you *studied* it in Sunday school or otherwise?
2. Write in full, in their order, the names of the first ten books of the Bible and tell for each (*a*) why it bears its name, and (*b*) what it tells about.
3. Write (*a*) any one of the first four commandments; (*b*) any one of the remaining six. Explain in your own words what you think each of these two commandments now requires of us.
4. Give *a few leading facts* from the life of each of the following: Lot, Jacob, Aaron, Gideon, Jeroboam, Elisha.
   Tell where the following places were, and give one Bible

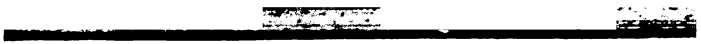
Testament, telling if you can the book, chapter and verse for each.

7. Write the story of *any one* of the following: Abraham, Joseph, Joshua, or Elijah—and tell some lessons to be learned from it.

Preparatory B.

1. Write in full in their order the prophetical books of the Old Testament
2. Tell what you can of the life and prophecies of any three of these prophets.
3. (*a*) Why and how was Solomon's kingdom divided? (*b*) What became of each part?
4. What kings revived the worship of God in Judah?
5. (*a*) Who were the different leaders in bringing back the Jews to Jerusalem and rebuilding the temple and the wall? (*b*) What was the part of each? (*c*) Give three lessons from the example of Nehemiah.
6. Draw the outlines of a map on which locate Babylon, Damascus, Capernaum, Jerusalem, Antioch, Philippi, Corinth. Tell one fact connected with each.
7. Describe *briefly* (*a*) Jesus' baptism; (*b*) His transfiguration; (*c*) His crucifixion. Where did each occur? At what time in his ministry? Give one lesson from each.
8. Mention three facts or incidents given in the Acts about Peter; one each about Stephen, Barnabas and Philip; five about Paul.
9. (*a*) What great truth is the chief subject of Paul's letter to the Galatians? (*b*) Where was he when he wrote to the Philippians, and what are some of the things he said to them?
10. Give three favorite New Testament passages, mentioning book, chapter and verse if you can.

One of the Cottages.



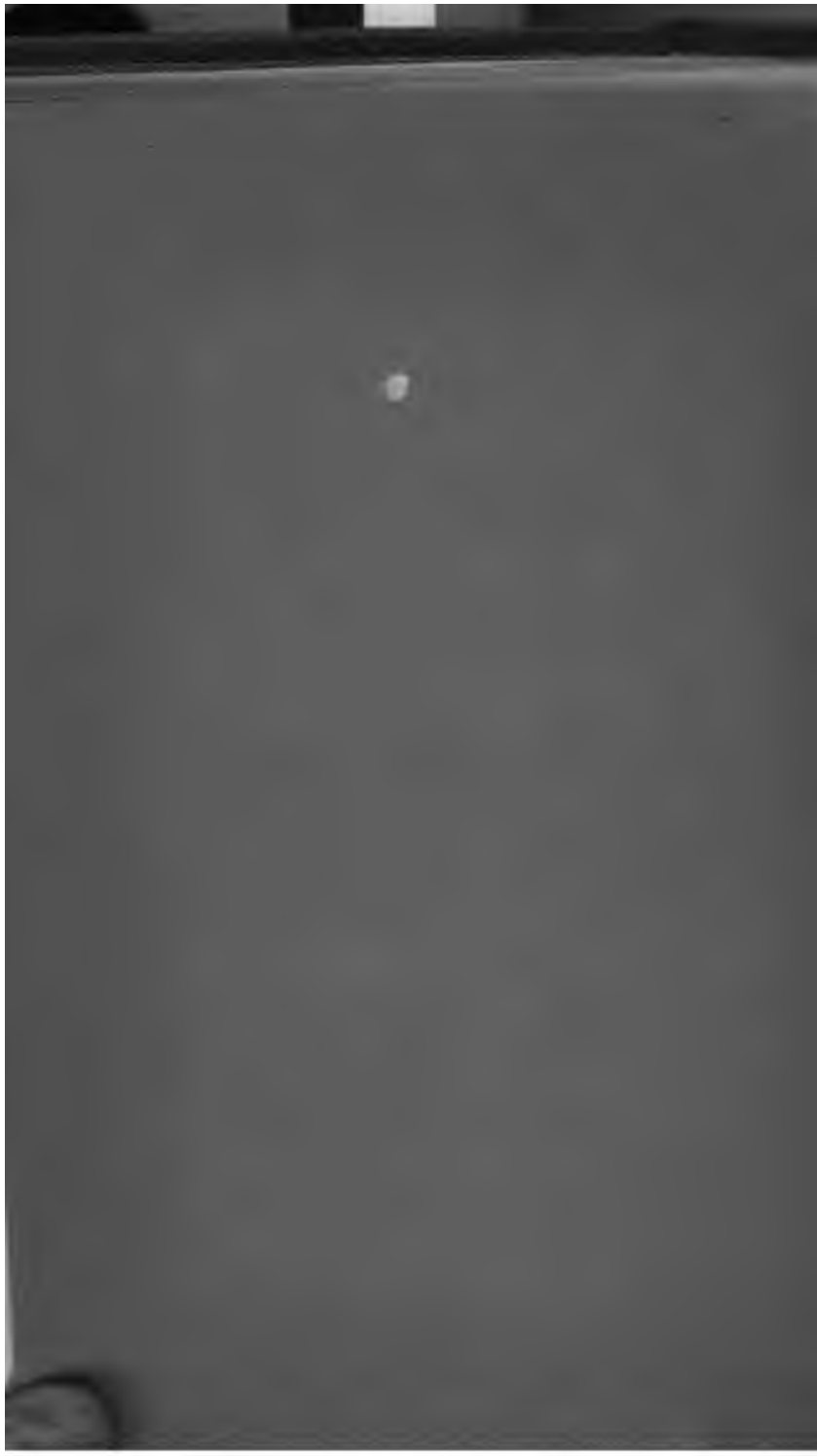
Catalogue

of

Mount Hermon School

Founded by D. L. Moody

1903



CATALOGUE

OF

Mount Hermon School

MOUNT HERMON

MASSACHUSETTS

1903

BRATTLEBORO:
PRESS OF E. L. HILDRETH & CO.

" Behold, how good and
For brethren to dwell t
It is . . .
Like the dew of Herm
That cometh down upc
For there the Lord cor
Even life for evermore

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ITEMS OF INTEREST.

First purchase of school property	November, 1879
Mr. Camp's gift of $25,000	September 10, 1880
School opened for instruction	May 4, 1881
Articles of incorporation signed	March 29, 1882
Number of students, 1881–3	25
Number of students, January, 1884	70
Number of students, January, 1885	90
Number of students, September, 1902	421
Average age of students in attendance January 1, 1902	20 years and 2 months
Average age of seniors in attendance January 1, 1902	24 years and 1 month
Courses of study adopted	September, 1885
First class graduated	June, 1887
Number of graduates of school to date	324
Total number of students entered to date	3,772
Alumni Association organized	June, 1888
Twentieth anniversary celebrated	April, 1901

CALENDAR, 1903.

Term begins	Friday, Jan. 2, 1903
Founder's Day . .	Thursday, Feb. 5, 1903
Day of Prayer for Colleges	Sunday, Feb. 8, 1903
Contest in Oratory	Monday evening, Feb. 23, 1903
Term ends .	Thursday night, April 23, 1903
Term begins . . .	Friday, May 1, 1903
Independence Day .	Saturday, July 4, 1903
Term ends .	Thursday night, Aug. 20, 1903
Term begins . . .	Friday, Aug. 28, 1903
Mountain Day	October, 1903
Thanksgiving Day . .	Thursday, Nov. 26, 1903
Term ends .	Thursday night, Dec. 17, 1903
Term begins . . .	Friday, Jan. 1, 1904

1903

JANUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
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FEBRUARY.

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MARCH.

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APRIL.

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MAY.

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NOVEMBER

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DECEMBER

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DIRECTIONS.

Come to Mount Hermon station, on the Connecticut and Passumpsic Division of the Boston and Maine Railroad, ten miles north of Greenfield, whence transportation to the school can be obtained.

For further information address

THE PRINCIPAL.

Recitation Buildings.

CORPORATORS.

JACOB J. JANEWAY, ... *New Brunswick, N. J.*

PRESIDENT.

RY H. PROCTOR, ... *Boston, Mass.*

VICE PRESIDENT.

IN M. BULKLEY, . . . *54 William St., New York City.*

TREASURER.

IAM R. MOODY, ... *East Northfield, Mass.*

SECRETARY.

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BURRELL, ... *Little Falls, N. Y.*
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TON B. KEITH, ... *Brockton, Mass.*
WILDER, ... *Boston, Mass.*
Y E. HAILE, ... *Springfield, Mass.*
WRIGHT, ... *New York City.*
N THORNE, ... *New York City.*
EL D. DAVIS, ... *New York City.*
Y R. MALLORY, ... *New York City.*
CHAMBERS, ... *New York City.*
MOODY, ... *East Northfield, Mass.*
W. HALL, ... *Cambridge, Mass.*
STEARNS, JR., ... *Boston, Mass.*

FACULTY.

1902-1903.

HENRY FRANKLIN CUTLER, B. A.,
PRINCIPAL.

CHARLES E. DICKERSON, B. S., *Vice Principal,*
HEAD OF DEPARTMENT OF SCIENCE.
PHYSICS AND CHEMISTRY.

LYON L. NORTON, B. A.,
HEAD OF DEPARTMENT OF MATHEMATICS.
MATHEMATICS.

FRANK L. DULEY, B. A.,
HEAD OF CLASSICAL DEPARTMENT.
GREEK AND LATIN.

LUCY TAPPAN, B. A.,
HEAD OF DEPARTMENT OF MODERN LANGUAGES.
GERMAN.

GAYLORD W. DOUGLASS, B. A.,
HEAD OF DEPARTMENT OF HISTORY.
HISTORY.

JAMES McCONAUGHY, M. A.,
HEAD OF DEPARTMENT OF ENGLISH BIBLE.
THE ENGLISH BIBLE.

WELLINGTON E. AIKEN, PH. B.,
HEAD OF DEPARTMENT OF ENGLISH.
ENGLISH.

A. JUDSON PHILIPS,
HEAD OF DEPARTMENT OF MUSIC.
SINGING.

FLORENCE E. FLAGG,
BOTANY AND PHYSIOGRAPHY.

HENRY WHITNEY HASTINGS,
ELOCUTION.

MABEL W. LEAROYD, B. A.,
MATHEMATICS.

N. FAY SMITH,
THE ENGLISH BIBLE.

MARGARET D. STRONG,
ART STUDY AND PENMANSHIP.

MARY A. DEWEY,
ENGLISH.

FRANK C. JOHNSON, B. A.,
GREEK AND LATIN.

EDITH D. JOHNSON,
MATHEMATICS.

ANNA P. KUNZ,
FRENCH AND SPANISH.

C. GERTRUDE SEYMOUR,
ENGLISH.

JESSIE E. BIGELOW,
GREEK AND LATIN.

GRACE MacLEOD, B. S.,
PHYSICS AND CHEMISTRY.

LAURA F. PARKER,
ENGLISH AND MATHEMATICS.

GARDINER L. WAGAR, B. A.,
MATHEMATICS.

L. LORIMER DRURY, B. A.,
HISTORY.

HELEN L. JEWELL,
VOCAL AND INSTRUMENTAL MUSIC.

ROBERT A. BUDINGTON, M. A.,
PHYSIOLOGY AND ZOÖLOGY.

ORIOLA E. MARTIN, B. A.,
GREEK AND LATIN.

WILLIAM F. NICHOLS,
CASHIER.

MARY J. MILLER, B. L.,
SECRETARY.

ELIZABETH CONWAY,
LIBRARIAN.

FRANK N. SEERLEY, M. D.,

STUDENT REPRESENTATION.

1902.

United States.	
New York	138
Massachusetts	97
Connecticut	67
Pennsylvania	48
Vermont	43
New Jersey	42
New Hampshire	25
Illinois	18
Ohio	16
Maine	15
Virginia	8
South Carolina	7
Indiana	6
Maryland	6
Rhode Island	6
Iowa	5
Kansas	5
Michigan	5
Missouri	4
Florida	3
Georgia	3
Minnesota	3
Texas	3
California	2
Delaware	2
District of Columbia	2
Nebraska	2
Porto Rico	2
Tennessee	2
Alabama	1
North Carolina	1
West Virginia	1
	593

Other Countries.	
Canada	40
England	19
China	12
Ireland	12
Germany	9
Scotland	6
Austria	4
Korea	4
Sweden	4
Japan	3
Wales	3
Bohemia	2
Turkey	2
United States of Columbia	2
Bermuda	1
Bulgaria	1
Burma	1
Denmark	1
Holland	1
Italy	1
Macedonia	1
Natal	1
Russia	1
West Indies	1

I. The Mount Hermon School.

ORIGIN.

THE school was established, at the suggestion and earnest desire of Mr. D. L. Moody, by several men interested in the practical Christian education of boys and young men. The school was incorporated in 1882, under the laws of Massachusetts. Mr. Hiram Camp, the first President of the Board of Trustees, gave twenty-five thousand dollars, and several thousands were received from Great Britain.

Two good farms lying side by side were purchased, some necessary changes made in the build-

ings, and on May 4, 1881, the school was opened. Additional tracts of land have been purchased since, so that the school now owns several hundred acres.

LOCATION.

The school is situated on the west side of the Connecticut River, opposite Northfield, on high sloping ground, commanding an extensive view of river, valley, and mountain. The site was selected with reference to the best sanitary conditions, good drainage, pure air, excellent water; to remoteness from crowded neighborhoods, and to freedom from adverse influences often found in large villages. The buildings are about a mile from the Mount Hermon station on the Connecticut and Passumpsic Division of the Boston and Maine Railroad, ten miles north of Greenfield. The address for matter by mail, express or freight, is simply "Mount Hermon, Mass."; for telegrams, via "East Northfield, Mass." The school has also long distance telephone connections.

PURPOSE.

The school is for young men of sound bodies, good minds and high aims. It is designed for those who have already conceived a serious purpose in life; for those who are in earnest to secure a useful education; for those who desire to know more of the Bible. Vicious or idle boys are not wanted; neither are those who have failed to make good progress in other schools, nor those who are drifting, nor those who have delicate physical constitutions.

Its aim is to furnish a thorough Christian training to young men and boys of earnest purpose but small means. In Mr. Moody's own words, "To help young men of very limited means to get an education such as would have done me good when I was their age. I want to help them into lives that will count the most for the cause of Christ." To this end the study of the Bible is followed in all courses.

It further aims to care for the physical welfare of its students, to train them to industrial habits, and to give them some practical knowledge of work by requiring of each one a certain amount of manual labor daily.

EQUIPMENT.

In addition to the land estate the school equipment consists of the following buildings:—

RECITATION HALL.

This is one of the first buildings erected upon the campus. It is a substantial brick edifice eighty by fifty feet, three stories high above the basement and contains recitation rooms, the library and reading room, and the offices of the principal and cashier. In this building is also the room in which the great Student Volunteer movement was first organized in the summer of 1886.

THE SILLIMAN LABORATORY.

The new Silliman Laboratory, one hundred and two by fifty-two feet, will be ready for use at the opening of the fall term of 1903. The original

building was erected in 1892 by Hon. H. B. Si- man, LL. D., a member of the Board of Truste- s, and has this year been enlarged by him to conta- in much needed laboratories for physics, chemist- y and biology, recitation rooms, and a lecture h- ll seating two hundred and thirty-four. The museu- m, a large mechanical drawing room, scientific refe- r- ence library and reading room, and the office of t- e vice principal, are also in this building. In t- e basement are the work shops, store rooms, comple- e electric light plant, with power furnished by a g- s engine, and a storage battery of fifty-two cells.

The entire equipment, as well as the building, w- as given by Dr. Silliman and furnishes to earnest st- u- dents unusual facilities for the study of the science s.

THE CHAPEL.

The chapel, a gift to Mr. Moody on his sixtie- th birthday from his friends in England and Americ- a, was erected in 1898. It is beautifully situated o- n an elevation near the centre of the campus ove- r- looking the Connecticut Valley. The building is constructed of gray granite and has a seating cap- city of one thousand.

DWIGHT'S HOME.

So named in memory of Mr. D. L. Moody's grandson, little Dwight, who died November 3

THE DORMITORIES.

The largest of the dormitories is Crossley Hall, erected in 1884 and named in memory of the son of F. W. Crossley of England, a liberal supporter of the school in its early days. This is a four-story brick building with granite trimmings, and contains rooms for about one hundred and ninety students. On the second floor is the parlor and reading room.

Overtoun Hall, so named in honor of Lord Overtoun of Scotland, who gave generously toward the building, was erected in 1898 and equipped with many modern improvements. It accommodates about one hundred and twenty students.

These large halls are in charge of men teachers, who are assisted by student officers on each floor.

There are, in addition to these Halls, three cottages, accommodating from twelve to twenty students each. Lady members of the faculty live in these cottages, and the aim is to provide as far as possible a pleasant home life for the students. A few students occupy rooms in the farmhouses, or in the homes of teachers, or in some of the other buildings connected with the work of the school.

THE DINING HALL.

The Dining Hall is a large brick building for the accommodation of the entire school. The students occupy the main room, and at one end is a small dining room for the teachers.

FARM BUILDINGS.

Large barns with stables for horses and cows, deep silos, carriage houses, hothouse, creamery, several large hen-houses, and other outbuildings, constitute the equipment of the school farm.

THE LAUNDRY.

A well equipped steam laundry is provided, with facilities for washing both plain and starched goods. The work in this building is done by the students under the supervision of the one in charge of the laundry.

The Laundry.

II. General Information.

ADMISSION.

APPLICANTS must be at least sixteen yea age, must have good health, mental abi and moral character.

Candidates possessing the required character ability are received without regard to their att ments in scholarship.

Students are received only on probation.

It is useless for young men to come here expec to remain, unless they have been definitely acce on application previously made. Blank form application will be furnished to any who wish them.

Students wishing to take up work above Se Form A are required to pass examinations in A metic, Grammar (and Composition), Geogra United States History and Civics, Elemen Science, Singing, Penmanship and Spelling. T must also pass an examination in elementary kn edge of the English Bible, its books and wri greatest historical events and simplest tru These examinations are held on the opening of each term.

Sample examination papers are printed at the of the catalogue and applicants are urged to pre themselves as thoroughly as possible for the entr examinations. Students failing to pass these e

inations may take up the work in class. (See Courses of Instruction, page 38.) Certificates from other schools are not accepted in place of examinations. Candidates for admission to higher classes must be examined, in addition, on the portions of their course assigned to lower classes in the schedule on pages 42 to 45. Arrangements for these examinations may be made with the heads of the various departments.

PROMOTION.

Examinations are held at the end of each term. The results of these examinations, together with the student's average daily rank, determine his standing and promotion.

Grading in scholarship is indicated by six letters: E, excellent; G, good; M, medium; L, low; C, conditioned; F, failed. A grade of L or higher in every study is required for promotion. Those who receive for the full term's work the grade of G or E may be excused from the final term examination. Grading in conduct and work is indicated by four letters: A, satisfactory; B, unsatisfactory; C, retained on probation; D, dismissed. Reports will be sent to parents when requested or when the rank of the student is unsatisfactory.

DIPLOMAS.

A student who completes an approved course will

ADMISSION TO COLLEGE.

The Principal's certificate admits without examination to all colleges and universities accepting any secondary school certificates.

EXPENSES.

The charge for board and tuition is fifty dollars per term, payable at the opening of each term.

An additional charge of five dollars per term is also made to cover the expense of ordinary laundry (not including starched linen), trained nurse fee and athletic fee

These charges are so low that deductions cannot be made for absence, nor money refunded to students who leave before the end of a term.

For private music lessons, vocal or instrumental, once a week, including use of piano or organ for one hour's practice each day, the charge is fifteen dollars a term.

Payments should be made by express order, drafts on New York or Boston, or personal checks on banks in New England or New York City, made payable to The Mount Hermon Boys' School.

The following is a statement of the necessary expenses per term:—

Board and Tuition,	$50.00
Laundry (starched goods excepted),	3.00
Nurse fee,	1.50
Athletic fee,	.50
Total,	$55.00

Besides this amount the student will also need

about five dollars for books, stationery, etc., or [illegible]
and above his expenses for traveling and for clothe[illegible]

Students often have opportunities for extra wo[illegible]
by which many earn enough to pay for books a[illegible]
clothing, and other necessities. Those who desi[illegible]
to help themselves by work in the vacations ca[illegible]
generally find employment on the premises at fa[illegible]
wages. If necessary or desirable, arrangemen[illegible]
can be made for students to remain at the scho[illegible]
during the entire year. The price for board i[illegible]
vacations is three dollars a week, which is to be pai[illegible]
in work during the same vacation if work can b[illegible]
secured.

SCHOLARSHIPS.

James McGranahan Scholarship, established b[illegible]
James McGranahan, December 16, 1885.

Reginald Talcott Scholarship, established b[illegible]
James Talcott, May 1, 1886.

Henry M. Moore Scholarship, established b[illegible]
Henry M. Moore, August 27, 1886.

Stokes Scholarship, established by Miss Olivia E[illegible]
P. Stokes and Miss Caroline Stokes, June 17, 1891

Miller Scholarships (two), established by Mis[illegible]
Helen M. Gould, August 16, 1895.

Thomas E. Peck Scholarship, established b[illegible]
Thomas M. Peck, August 3, 1900.

"NORTHFIELD ECHOES" SCHOLARSHIPS.

The publishers of "NORTHFIELD ECHOES," the
official magazine connected with the Northfield
movement, offer to pay the tuition fee for two terms
for any student (old or new) who sends in two hun-

dred (200) new subscriptions to their magazine at the usual rate of $1.00 a year.

Further information regarding these Scholarships may be obtained by writing to the Principal, Mount Hermon School, or direct to the publishers, East Northfield, Mass.

FORM OF SCHOLARSHIP.

To the Trustees of Mount Hermon Boys' School:

I hereby give the sum of ——— dollars, to be held by you in trust, the proceeds to be applied to the education of one or more worthy students, according to the rules of the School.

FORM OF BEQUEST.

I give and bequeath to the Trustees of Mount Hermon Boys' School, located in the town of Gill, State of Massachusetts, the sum of ——— dollars, to be safely invested by them and called the ——— Fund, and the interest thereof to be applied to the uses of the school (or specify).

PRIZES.

The Cambridge prize (the income of funds contributed by students of the University of Cambridge, England) is awarded annually to some member of the graduating class for general excellence, preference being given to those who have longest been members of the school.

The Allen prizes of twenty and ten dollars respectively (established by Mrs. Samuel E. Skinner of Holyoke), and the Mrs. Frank Wood prize of ten dollars, are awarded annually for excellence in declamation.

The Alumni Prizes, amounting to thirty-one dollars (given by the Alumni Association), are awarded annually for excellence in debate.

Latin Prize. A prize copy of Harper's Latin Dictionary will be awarded in April to that member of the graduating class who shall be a college candidate, and who shall have made the most satisfactory record in his Latin work.

Other prizes are also offered for excellence in work in the different departments.

OUTFIT.

In addition to ordinary clothing, each student needs working-clothes, towels, bed linen, table napkins, and also a clothes-bag. Pillow cases should be twenty inches by thirty-four, and sheets six feet six inches by four feet six inches. A rubber overcoat and rubber boots are very desirable. All clothing must be plainly and permanently marked with the owner's name.

Students are advised to bring such texts books and reference books as they may have, especially English Dictionary, Concordance, Bible Dictionary, Modern and Ancient Atlas

Text books and stationery and other common and necessary articles may be purchased at the store near the school.

REGULATIONS.

The regulations are such as are believed to be for

ARRANGEMENT OF TERMS.

The continuous session is a distinctive feature of the school. The full year of fifty-two weeks is divided into three terms of sixteen weeks each, with short vacations intervening. There are beginning classes each term in nearly all subjects, so that a student may enter with equal advantage at the opening of any term. A student is not expected to remain more than three terms in succession without the consent of a physician.

The term beginning the first of May and continuing till about August twentieth offers special advantages. It is not a so-called summer school but one of the regular school terms offering all the regular studies of any other term. There is also additional opportunity for special work in Bible under well-known Bible teachers. Students who are planning to enter college and have some work yet to make up for admission will find in this term exceptional advantages.

For the terms beginning in September and in January there are always many more applicants than can be received. The prospect for admission is therefore much better if application be made for the term opening in May. New applicants are for this reason requested to apply for admission in May whenever it can be arranged to do so.

Few health resorts offer greater attractions than Mount Hermon in summer. The famous Northfield Conferences, now widely known, are held five miles away. Some of the speakers at these gatherings also give addresses frequently at Mount Hermon. Among those who spoke during the last spring and summer term were the following: Rev. G. Campbell Morgan, London; Mr. David McConaughy, India; Prof. E. I. Bosworth, Oberlin, O; Rev. Arthur T. Pierson, New York; Mr. Augustus Nash, Cleveland; Mr. Paul D. Moody, East Northfield, and Rev. F. B. Meyer, London.

III. General Advantages.

RELIGIOUS PRIVILEGES.

THE school is distinctively Christian in character. Devotional services are held daily (Mondays excepted) and the attendance of all students is required. On Sunday there is the regular morning service, and religious services are also held every Sunday evening throughout the year.

The Mount Hermon Church, formed, in accordance with Mr. Moody's wishes, just before his death, promotes the spiritual life of the school and affords a channel for its religious activities. It is evangelical and Scriptural in its articles of faith and unsectarian in its spirit. Students who are already church members are invited to bring their church letters and share in the church life while here, and others who wish to unite on confession of faith are earnestly invited to do so. The more mature students serve with the teachers and other resident members on its committees and as its officers in the work of the church. Ministers and evangelists of different evangelical denominations have charge of the service o

church prayer meeting is held on Wednesday
gs, and is open to all the school.

n its organization the church has taken a deep
st in the work of missions. One Sabbath
: and one prayer meeting each month have
nary themes. Systematic giving by the
pe plan, after providing for the necessary
expenditures of the church, furnishes nearly
sand dollars a year to be devoted to different
nary objects. Mount Hermon has a score of
entatives in different foreign lands and their
is kept before the church to deepen interest
cite to prayer.

Young Men's Christian Association stands
an aggressive religious agency. Its member-
verages at least three-fourths of all the stu-

The Sunday night service is in its charge, as
s weekly meetings in Crossley and Overtoun

It is the centre also of much of the social
Receptions for new students are given at the
ning of each term. It cares for the social
in Crossley and Overtoun, and supplies peri-
s. In addition to the work offered by the
h Sunday school the Association provides a
er of Bible classes held at different hours on
bbath, pursuing courses specially adapted to
op beginners, establish faith in fundamental
doctrines and train personal Christian work-

: Missionary Committee of the Association is
osed of members of the Student Volunteer

Under their direction missionary prayer
ngs and study classes and an open Missionary

Congress are conducted, literature is circulated and the claims and privileges of service in the foreign field are brought before the students.

Its White Cross Committee, by occasional addresses and by the circulation of literature, aims to deepen an intelligent interest in personal and social purity.

Under the direction of its Committee on District Work, gospel services and Sunday schools are held in the surrounding region and coöperation is also rendered in the work of neighboring churches. Opportunity, subject to the supervision of the Faculty, is thus given to many to engage in active Christian work.

LITERARY PRIVILEGES.

Literary societies are maintained by the students. These societies meet regularly each week and afford excellent opportunities for training in public speaking and debating

During each term a course of four or five lectures or concerts is offered to the students at the cost of fifty cents for a season ticket. This course numbers among its lecturers the best talent available and is of great educational value.

THE LIBRARIES.

[redacted]

borrowed at any time for a period of two weeks with privilege of renewal, and temporary loans of works of reference are also granted. The main use of the library, however, is as a reference and reading room, and all possible encouragement is given to collateral work in connection with the various courses of study.

There is also a scientific reference library in Silliman Laboratory. The total number of volumes in both collections is over six thousand.

Over fifty periodicals, including magazines, daily and weekly papers, are furnished for current reading.

Aside from the running expenses both libraries are supported entirely by donations. The libraries should be much larger to meet the needs of the school.

CARE OF THE HEALTH.

The school has as yet no gymnasium, but there are abundant opportunities for outdoor exercise. Dr. F. N. Seerley, of the International Association Training School of Springfield, comes to the school regularly for the physical examination of all students entering the school. He meets the students individually for personal consultation and has the general oversight and direction of the athletic training of the school.

One of the largest and best athletic fields belonging to any school in New England has been carefully laid out and provided with an oval track of three and one-half laps to the mile. Tennis courts are situated at different places on the campus. Unusu-

ally good facilities for outdoor exercise are thus furnished. Athletic sports are encouraged and there are frequent contests between the various student organizations, but interscholastic games are not allowed. The semi-annual Field Day of the Association attracts many visitors, the prizes are eagerly sought for, and some good records have been made. The payment by each student of a nominal fee of fifty cents, which is included in his term bill, yields a sum sufficiently large to provide and repair a good athletic equipment, and gives to each student a share and interest in one of the most pleasant features of the school life.

The daily work required of each student is also no small factor in maintaining the health and securing the physical development of the student.

INDUSTRIAL DEPARTMENT.

Every student is required to work two hours each day at manual labor. Those who have learned a trade before entering the school are usually given work in that line, since there are shops in which the school work in carpentering, plumbing, blacksmithing, painting, etc., is carried on.

But the aim of the industrial arrangements is not so much to secure pecuniary benefit as to provide for physical culture, teach how to do various kinds of farm work, form habits of industry, and to inculcate right views of manual labor. The farm is under the supervision of a practical scientific farmer, and work is assigned which is adapted to the age and

apacity of the students. It will be the aim to give nstruction along the different lines of work connected with the farm and dairy. All other work is nder the charge of a general manager.

IV. Courses of Instruction.

Fall and winter terms: Morning recitations begin each day, Monday excepted, at 7:35 and close at 11:45. The afternoon recitations begin at 2 o'clock and close at 4:30. Recitation periods occupy fifty minutes. Daily chapel exercises are held on school days, and there is an evening study hour beginning at 7 o'clock.

During the spring term (May to August) the schedule is so arranged that all recitations come in the morning.

COURSES OF STUDY.

The first three terms of all courses cover the work which has formerly constituted the so-called Preparatory Department, and students not sufficiently advanced to pass examinations upon this work should take these subjects in class.

Beginning with Second Form B some freedom is allowed the student in his choice of subjects. Each student is expected to submit to the Committee on Courses an outline of his full course for approval. This course should be submitted not later than the beginning of Third Form. Students wishing graduation from the school must include in their course the "Requirements for Graduation" given on page 41.

For the convenience of students wishing a classi-

The model *Classical Course* is intended as a guide to students wishing preparation for admission to academic courses in any college.

The model *Scientific Course* is intended as a guide to students wishing preparation for those technical schools which require for admission, instead of the usual amount of Latin and Greek, extended instruction in modern languages, science and mathematics. It also offers a good practical education to those who plan to go to no higher institution. The Silliman Laboratory affords ample facilities for such a course.

These courses may be modified, with the approval of the Committee on Courses, to meet the needs of the individual student.

SUBJECTS OFFERED.

(The numeral following a subject ( ) indicates the number of hours per week.)

Bible (2) Six Forms, also Greek Testament, Elective Bible, and (in Summer term) Training for Christian Work (3) and Daily Courses (5).

English (2) Eight terms (III-VI Forms inclusive)
Singing (2) Four terms (II and III Forms).
Elocution (2) Two terms (IV Form).
Elocution (5) One term.
Art Study (1) Four Courses of two terms each.
Penmanship (1) and Spelling (1).

LANGUAGE (5).

- Reading, 1 term.
- English Grammar, A, B, C.
- Latin: Beginning Latin, A, B, C. / Cæsar, A, B. / Cicero, A, B. / Vergil, A, B.
- Greek: Beginning Greek, A, B, C. / Xenophon, A, B. / Homer, A, B.
- Modern: French, A, B, C, D, E. / German, A, B, C, D, E. / Spanish, A, B.

MATHEMATICS (5).

- Arithmetic A, B
- Bookkeeping, 1 term.
- Algebra, A, B, C, D.
- Geometry, Plane, A, B.
- " Solid, 1 term.
- " Analytical, 1 term.
- Mathematics Review, 1 term.
- Trigonometry, 1 term.
- Surveying, 1 term.
- Astronomy, 1 term.

SCIENCE (5).

- Geography, 1 term.
- Elementary Lessons, 1 term.
- Physiology, 1 term.
- Zoölogy, A, B.
- Botany, A, B.
- Physiography, 1 term.
- Physics, A, B, C, D.
- Chemistry, A, B.

HISTORY (5).

- U. S History & Civics, A.
- Greek History, 1 term.
- Roman History, 1 term.
- Mediæval History, 1 term.
- Modern History, 1 term.
- English History, 1 term.

LITERATURE (5).

- English Literature, A, B.
- American Literature, 1 term.

REQUIREMENTS FOR GRADUATION.

(The numeral following a subject ( ) indicates the number of hours per week.)

All the work of First Form A and B, and Second Form A. (See next page.)

Bible (2) One term taken in class for each term spent at the school. Minimum requirement—First, Second and Third Form courses and any two other terms.

English (2) Eight terms above Second Form.

Singing (2) Four terms.

Elocution, (2) Two terms.

Drawing (1) Two terms.

Algebra (5) Three terms.

Geometry (5) Two terms.

History (5) Two terms (other than United States History).

Latin (5) Four terms, or a Modern Language (5) Four terms.

Greek (5) Four terms, or Physics (5) Three terms.

A sufficient number of other term dailies to make three dailies for each term, that is, 27 term dailies above Second Form A.

ELECTIVE COURSE OF STUDY.

(MODEL CLASSICAL COURSE.)

The numeral following a subject ( ) indicates the number of hours per week.

FIRST FORM.

A		B
Bible I A (2)	ALL REQUIRED	Bible I B (2)
Penmanship (1)		Penmanship (1)
Spelling (1)		Spelling (1)
Grammar A (5)		Grammar B (5)
Arithmetic A (5)		Arithmetic B (5)
Geography (5)		United States History A (5)

SECOND FORM.

A		B
Bible II A (2)	REQUIRED	Bible II B (2)
Singing II A (2)		Singing II B (2)
Grammar C (5)		Algebra A (5)
Elementary Lessons in Science (5)		
U. S. History B and Civics (5)		

ELECTIVE (10 hrs. req.): Language (5) Anc. *Latin A* Mod. ; Science (5) ; History (5) *Greek* ; Literature (5)

THIRD FORM.

A		B
Bible III A (2)	REQUIRED	Bible III B (2)
English III A (2)		English III B (2)
Singing III A (2)		Singing III B (2)
Algebra B (5)		Algebra C (5)

ELECTIVE (10 hrs. req.): Language (5) Anc. *Latin B* Mod. ; Science (5) *Roman* ; History (5) ; Literature (5) ; Mathematics (5) *Latin C* ; *Greek A*

ELECTIVE (10 hrs. req.)

Language (5) Anc. { *Cæsar A* / *Greek B* } Mod. { }
Mathematics (5)
Science (5)
History (5)
Literature (5)

ELECTIVE (10 hrs. req.)

Language (5) Anc. { *Cæsar B* / *Greek C* } Mod. { }
Mathematics (5)
Science (5)
History (5)
Literature (5)

FIFTH FORM.

A

REQUIRED { Bible (2) *V A* / English V A (2) / Drawing (1) }

ELECTIVE (15 hrs. req.)

Language (5) Anc. { *Cicero A* / *Xenophon A* } Mod. { }
Mathematics (5)
Science (5) *Physics A (or French or German)*
History (5)
Literature (5)

B

REQUIRED { Bible (2) *V B* / English V B (2) / Drawing (1) }

ELECTIVE (15 hrs. req.)

Language (5) Anc. { *Cicero B* / *Xenophon B* } Mod. { }
Mathematics (5)
Science (5) *Physics B (or French or German)*
History (5)
Literature (5)

SIXTH FORM.

A

REQUIRED { Bible (2) *VI A* / English VI A (3) }

ELECTIVE (15 hrs. req.)

Language (5) Anc. { *Vergil A* / *Homer A* } Mod. { }
Mathematics (5)
Science (5) *Physics C (or French or German)*
History (5)
Literature (5)

B

REQUIRED { Bible (2) *VI B* / English VI B (3) }

ELECTIVE (15 hrs. req.)

Language (5) Anc. { *Vergil B* / *Homer B* } Mod. { }
Mathematics (5) *Mathematics Review*
Science (5)
History (5)
Literature (5)

ELECTIVE COURSE OF STUDY.

(MODEL SCIENTIFIC COURSE.)

The numeral following a subject ( ) indicates the number of hours per week.

FIRST FORM.

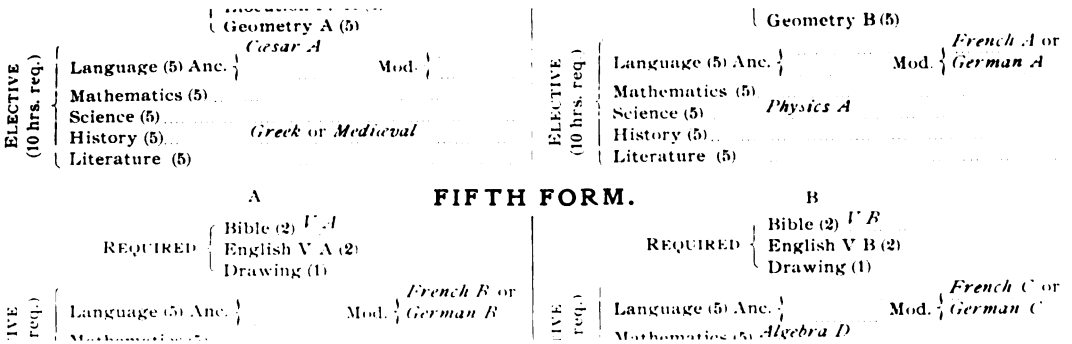
	A		B
RED	Bible I A (2) Penmanship (1) Spelling (1) Grammar A (5) Arithmetic A (5) Geography (5)	ALL REQUIRED	Bible I B (2) Penmanship (1) Spelling (1) Grammar B (5) Arithmetic B (5) United States History A (5)

SECOND FORM.

	A		B
RED	Bible II A (2) Singing II A (2) Grammar C (5) Elementary Lessons in Science (5) U. S. History B and Civics (5)	REQUIRED	Bible II B (2) Singing II B (2) Algebra A (5)
		ELECTIVE (10 hrs. req.)	Language (5) Anc. *Latin A* ... Mod. *Physiology* Science (5) ... History (5) Literature (5) ...

THIRD FORM.

	A		B
EQUIRED	Bible III A (2) English III A (2) Singing III A (2) Algebra B (5)	REQUIRED	Bible III B (2) English III B (2) Singing III B (2) Algebra C (5)
	uage (5) Anc. *Latin B* ... Mod. ce (5) ... *Zoölogy A* or *Botany A* ry (5) ... ature (5) ...	ELECTIVE (10 hrs. req.)	Language (5) Anc. *Latin C* ... Mod ... Mathematics (5) ... Science (5) ... *Zoölogy B* or *Botany B* History (5) ... Literature (5) ...


Geometry A (5)
Cæsar A
ELECTIVE (10 hrs. req.)
Language (5) Anc.
Mod.
Mathematics (5)
Science (5)
History (5)
Literature (5)
Greek or Medieval
Geometry B (5)
French A or German A
Physics A
A
FIFTH FORM.
B
REQUIRED
Bible (2) V A
English V A (2)
Drawing (1)
Bible (2) V B
English V B (2)
Drawing (1)
French B or German B
French C or German C
Algebra D

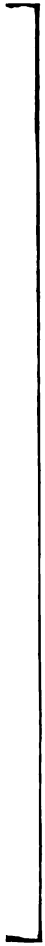
Courses by Departments.

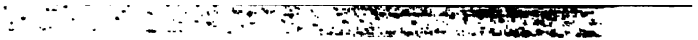
THE ENGLISH BIBLE.

James McConaughy, N. Fay Smith.

To provide a full and thorough course of study in the English Bible was one of the chief aims in founding Mount Hermon School. This study, therefore, holds a central place in the curriculum. Every student has two periods of Bible study in class each week. He may increase this number by taking two courses at the same time, or in the summer term by electing Bible as one of his daily studies.

The Bible itself is the text book. Other books are used as helps but never as substitutes for it. Full outlines are furnished to the student in connection with each course, analyzing the books and topics studied, with questions to guide thought and investigation and with references to library helps. The results of private and class study are put by the student into orderly and permanent form in note books. Collections of photographs both of places in Palestine and of paintings representing Bible scenes are used to illustrate the teaching, and stereopticon lectures occasionally introduce or review





and in Christian work. During the summer term as many of the regular courses will be given as may be needed, and in addition a special daily class will be held, taught by leading Bible teachers of this country and Great Britain who come to the school for that purpose.

Course I. **First Form.** Twice a week.

A Beginners' Course. The beginner is taken somewhat rapidly through the most important historical portions of the Bible, introducing selections from the poetical books, the prophets and the epistles where the history has prepared him to appreciate them. A printed outline gives a portion for each day's reading with simple, practical questions aimed to help the student in thinking out the meaning of the passage and in applying its truths to his own life. The Commandments and other selected verses and portions are memorized as the studies proceed. The most important facts of Bible Geography are studied. The class room work aims especially to fix in mind the main lines of Scripture and to apply the lessons afforded by the character studies.

Course II. **Second Form.** Twice a week.

A. *Introductory Studies.* During the first term the student is taught to look at the Bible as a whole and to study its own statements about itself, its divisions, customs, literary forms, variety and unity. The principal facts about the forming of the Canon and the transmitting of the Bible to us are also studied. Drill is given in the use of references and Bible helps and in the interpretation of Bible passages. From this point on through the course, the results of the student's work are preserved in notebooks, and he is taught how they should be kept.

B. *The Life of Christ.* With the second term a careful study of the four Gospels is begun. Preliminary studies trace the condition of Palestine and of the world at the Saviour's

birth. Then from a harmony the events in His life are traced as far as the Transfiguration. The aim is not merely to fix in mind the great periods, with their wealth of incident and teaching, but to show the inward progress of the ministry, and the growing revelation of God's will toward man in Jesus' deeds and words.

Course III. **Third Form.** Twice a week.

A. *The Life of Christ*, completed. During the first term the study of Jesus' life is completed. The great scenes from the Transfiguration, through the Peræan ministry, the visits to Jerusalem, the Passion Week, and the appearances of the Risen Lord are traced to the Ascension. The applications of each incident or discourse to Christian life and work to-day are dwelt upon.

B. *The Teachings of Christ.* During the second term, the teachings of Jesus are studied topically. Such themes as God the Father, the nature and work of Christ, the Holy Spirit, the authority and inspiration of the Scriptures, man's nature and needs, salvation, the Christian in the world, the future of believers and of the impenitent are carefully studied from Jesus' own words.

Course IV. **Fourth Form.** Twice a week.

The Pentateuch and Joshua. The student is thoroughly familiarized with the Biblical narrative. As this section of God's Word is regarded as furnishing a necessary foundation for the proper understanding of all its great teachings, considerable attention is given to its typology as it appears in objects, events, institutions, offices and persons. Much is made of the study of characters and the lessons for our times in God's dealings with His ancient people. Outlines are used to aid the student in study, guide in his collateral reading from the well furnished library of the school, and assist him in entering the results of his study in a note book which is examined by the instructor.

Course V. **Fifth Form.** Twice a week.

The History of Israel. With the aid of printed outlines, the student is taken through the periods of the Judges, United Kingdom, Divided Kingdom, Captivity and Restoration. The historical setting of the poetical and prophetical books is examined. Besides a careful study of the Biblical narrative, the student is expected to do collateral reading from the library, entering the results of his investigations in a note book which is examined by the instructor. The aim is always not merely to impart information, but also to make the study spiritually profitable and thoroughly interesting. Frequent reviews to help the memory.

Course VI. **Sixth Form.** Twice a week.

The Life and Epistles of Paul. A study of the wondrous providences of God through which the "door of faith" was opened to the Gentiles, and Christianity saved from becoming a narrow Jewish sect. The life of the Apostle is carefully outlined and studied as affording the best example of what the grace of God can do for and with a redeemed sinner wholly surrendered to Him. The epistles are arranged in their chronological connection with the narrative of Acts, outlined, and the Galatians studied somewhat in detail.

Course VII. **Greek Testament.** Twice a week. Two terms.

An elective course for those who have studied Greek at least two terms. One Gospel or its equivalent is read during each term. Essays giving the result of special study upon assigned subjects are required from each member of the class. In the class room particular emphasis is laid upon word studies.

The Westcott and Hort edition is used.

Course VIII. **Elective Courses.** Twice a week.

These courses are for those who have a good general knowledge of the Bible and who may prefer the work offered here

to that in one of the regular courses. The aim is to cover portions of the Bible and to follow methods of studying it, not undertaken in the other classes. The subjects offered vary from term to term and have recently included several of the prophetical books, some of the great central truths of Scripture, and the Epistle to the Romans. One of these courses may be taken, with the approval of the teacher, in place of any regular course above Third Form.

Course IX. **Training for Christian Work.** Three times a week. Summer Term.

During the Summer Term, except while the Conferences are in session at Northfield, a training class is held on three evenings of each week, conducted usually by the visiting Bible teachers. Instruction is given in personal work, preparation for making addresses, teaching Bible classes and leading meetings, and generally in the best methods of doing church, evangelistic and Young Men's Christian Association work. This class is elective as an equivalent for any term of Bible study above Third Form.

Course X. **Daily Bible.** Five times a week. Summer Term.

Successive courses, each lasting about two weeks, given daily by Bible teachers who visit the school for that purpose. The teachers already secured for the Summer Term of 1903 are Rev. G. Campbell Morgan and Rev. H. W. Pope of the Northfield Extension Movement; Rev. Samuel Chadwick of Leeds, England; Rev. Arthur T. Pierson, D. D., editor of the Missionary Review of the World; Mr. Henry B. Wright

ENGLISH.

Wellington E. Aiken, C. Gertrude Seymour, Mary A. Dewey, Laura F. Parker, Henry W. Hastings.

Course I. **Grammar.** Daily. Three terms.

A. The elements of English grammar are here taken up, especial attention being given to sentence analysis.

Text book: Buehler's Modern English Grammar.

B. The work of grammar A is continued with a more careful study of the parts of speech, their forms, and use.

Text book: Buehler's Modern English Grammar. For reading and study: Irving's Sketch Book.

C. This is an advanced course in English grammar. It presupposes a thorough knowledge of Grammar A and B. The more intricate questions of syntax receive detailed treatment.

Text books: Buehler's English Grammar, Buehler's Practical Exercises in English. For reading and study: Dickens' Christmas Carol.

Composition required throughout the work in grammar.

Course II. **Third Form English.** Twice a week.

A. This course is devoted (1) to a study of paragraphs, diction, sentence structure and punctuation; (2) to a consideration of description, its principles, forms and methods; (3) frequent themes based on the other work of the course.

Text book: Hill's Foundations of Rhetoric. For reading and study: Scott's Lady of the Lake, Irving's Alhambra.

B. In this course are included (1) the history of the formation of the English language; (2) derivations of English words, figures of speech, kinds of sentences and their use; (3) narration, its essentials and forms; (4) theme work based on narration.

Text book: Hill's Foundations of Rhetoric. For reading and study: Scott's Ivanhoe, Dickens' A Tale of Two Cities.

Course III. **Fourth Form English.** Twice a week.

A. In this course the principles of rhetoric taken up in Third Form English are applied: (1) By the study of clearness, ease, and force in their relation to words, sentences, and paragraphs; (2) by the study of the prose style of standard authors. The principles of exposition are taught and applied in theme work.

For reading and study: George Eliot's Silas Marner, Selected Essays of Macaulay.

B. In this course the drama is studied, its principles and a brief history being given. Essay work is required in connection with the plays studied.

For reading and study: Shakespere's Merchant of Venice, Julius Cæsar.

Course IV. **Fifth Form English.** Twice a week.

A. A course in Argumentation. This course comprises (1) a study of logical argument and common fallacies; (2) practice in debate, the class being organized as a parliamentary body; (3) brief-making and written arguments.

For reading and study: The Hayne-Webster Debate, Selected orations from American orators.

B. A course in poetry. (1) The common forms and metre of English verse are studied; (2) poetic diction and figures of speech in poetry are discussed.

For reading and study: Tennyson's Princess, Chaucer's Prologue, Whittier's Snow Bound.

Course V. **Sixth Form English.** Three times a week.

This is a Senior course prescribed for entrance to New England Colleges. The work consists of discussion, criticism, essays, and examinations based on the works read.

r 1902-1903 the books required are:—

For careful study:

Burke's Speech on Conciliation with America.
Macaulay's Essays on Milton and Addison.
Milton's Minor Poems.
Shakspere's Macbeth.

For general reading:

Addison's The Sir Roger de Coverley Papers.
Coleridge's The Ancient Mariner.
Eliot's Silas Marner.
Goldsmith's The Vicar of Wakefield.
Scott's Ivanhoe.
Shakspere's The Merchant of Venice.
Tennyson's The Princess.
Shakspere's Julius Cæsar.
Carlyle's Essay on Burns.
Lowell's The Vision of Sir Launfal.

urse VI. **English Literature.** Daily. terms.

he purpose of this course is twofold: to give th outline of the history of English literature; an ase his appreciation of it by a study of the best au

. The first term of this course deals with the f iod, and traces the progress of English thoug dy of leading writers to the Nineteenth Century.

. The second term deals with the history and ies of Nineteenth Century English literature.

ext book: Pancoast's Introduction to English :, supplemented by reference reading from the lied.

urse VII. **American Literature.** Daily term.

he history of American literature is outlined f nial period to the time of living authors. The

reading from American authors is based upon Pancoast's Introduction to American Literature.

Course VIII. **Principles of Expression.** Twice a week. Two terms.

A. A series of steps outlining the general principles of delivery, with specific application in reading and recitation.

B. Vocal exercises. Some attention is given to individual defects and the right use of the voice.

Course IX. **Voice and Vocal Interpretation.** Daily. One term.

This course should follow Course VIII. It includes daily personal drill in voice, and special effort is made to overcome personal faults. The voice work is much more thorough than in Course VIII. Much time is given to the vocal interpretation of English classics, and the student is allowed to make his own selections with instructor's approval. Some attention is given to gesture and its place in delivery.

GREEK AND LATIN.

Frank L. Duley, Stephen Stark, Frank C. Johnson, Jessie E. Bigelow, Oriola E. Martin.

Much attention is given to the study of English in connection with the ancient classics. In Greek and Latin Grammar such a drill is given that students acquire a thorough knowledge of the subject. Due attention is paid to prose composition, not only work illustrative of the more important principles and idioms of syntax, but also practice in continuous prose narrative, based upon the text of the authors read. Drill in re-composition and sight-reading forms an integral part of the course, and is regarded as one of the best means of leading students into the languages.

The Library.

Work in mythology, antiquities, administrative systems, and in the *life* of Greece and Rome is presented in a way to convince students that there is nothing more living to-day than the results which spring from the study of the so-called "dead languages."

GREEK.

Course I. **Greek Grammar.** Daily. Three terms.

This course is designed to give the student a thorough knowledge of common forms of Attic prose and fundamental principles of Greek syntax. Practice is given in translation of easy passages of connected Greek as an aid in acquiring the vocabulary. Special attention is paid to the relation of Greek to Latin and English.

Text books: Goodwin's Grammar, White's First Greek Book.

Course II. **Xenophon's Anabasis, Prose Composition, Sight Reading.** Daily. Two terms.

Stress is laid alike upon grammar, accurate translation, correct use of English in translating and the historic setting of the narrative.

Text books: Goodwin & White's Xenophon's Anabasis, Books I-IV, Goodwin's Greek Grammar, Pearson's Greek Prose Composition.

Course III. **Xenophon's Anabasis, Homer's Iliad, Prose Composition continued, Sight Reading, Greek History.** Daily. Two terms.

This course aims to familiarize the student not only with Homeric forms but also with the life and thought of the Homeric times, and to arouse appreciation of the literary value of Homeric poems.

Text books: Pearson's Greek Prose Composition, Keep's Iliad.

LATIN.

This course is arranged to meet the maximum requirements for admission to college. With this end in view the work is arranged as follows:—

Course I. **Elementary Latin.** Daily. Three terms.

Thorough drill in forms, syntax and vocabulary. Frequent exercises in turning easy English into Latin. Daily exercises also in prepared and sight translation. The text used consists of connected and lively passages from ancient history and mythology. The connection between Latin and English is constantly emphasized.

Text books: Walker's Bellum Helveticum, Smiley & Storke's Beginner's Latin Book.

Course II. **Cæsar's Gallic War.** Daily. Two terms.

The four books are read in historical order. Short daily lessons in prose based directly on the text previously read. Daily recitations in grammar. During this course a general survey of the grammar is followed by detailed work in syntax. During the last few weeks of the course Nepos' Lives are read rapidly.

Text books: Allen & Greenough's Cæsar, Barss' Nepos, Dodge & Tuttle's Composition, Allen & Greenough's Grammar.

Course III. **Cicero and Ovid.** Daily. Two terms.

1. Cicero. Two-thirds of the course. The four orations against Catiline, the Manilian Law and Archias. Prose as during the course in Cæsar. Grammar as before with continued detailed work in syntax.

2. Ovid. Last third of the course. Course in rapid reading. Insistence as before upon exactness of translation, more than before upon fluency. Considerable sight reading to cultivate ability in the divining of an author's meaning. Illustrative

readings from English authors. One entire period each week is taken for prose work and sight translation in Cicero.

Text books: D'Ooge's Select Orations of Cicero. Kelsey's Ovid.

Course IV. **Vergil.** Daily. Two terms.

Six books of the Æneid and the Eclogues. Lessons in prosody at the beginning of the course. Assigned readings also in mythology. Careless work is constantly guarded against by repeated work in grammatical construction, and by exercises in prose based upon Cæsar and Cicero. These authors are thus reviewed, and the complete course kept fresh before the student. Roman History is also reviewed.

Text book: Allen & Greenough's Vergil.

MODERN LANGUAGES.

Lucy Tappan, Anna P. Kunz.

Course I. **French. For beginners.** Daily. Three terms.

The design of this course is to secure familiarity with the elements of grammar, pronunciation, rapid reading of easy prose and the recognition of words and simple phrases when spoken.

Text books: Chardenal's Complete French Course, Guerber's Contes et Légendes, Super's French Reader, Francois' Composition.

Course II. **Advanced French.** Daily. Two terms. Continues upon Course I.

Designed to secure ready translation of moderately difficult French at sight, ready knowledge of advanced grammar, and reasonable facility in the oral and written use of the language.

Text books: Chardenal's Complete French Course, Francois' Composition, Selected Texts.

Course III. **German. For beginners.** Daily. Three terms.

Designed to secure familiarity with the essentials of accidence and elementary word order and syntax, together with the attainment of ability to translate easy prose at sight and to recognize words and simple phrases when spoken.

Text books: Otis' German Grammar, Hewitt's Reader, Guerber's Märchen und Erzählungen, Hillern's Höher als die Kirche.

Course IV. **Advanced German.** Daily. Two terms. Continues upon Course III.

Designed to secure knowledge of more advanced grammar, to give students ability to translate ordinary German at sight, and a reasonable facility in the use of the language in oral and written expression.

Text books: Otis' German Grammar, Althaus' Synopsis of German Grammar, Stein's Prose Composition, Schiller's Wilhelm Tell, Lessing's Minna von Barnhelm, or equivalents.

Course V. **Spanish. For beginners.** Daily. Two terms.

The design of this course is to secure familiarity with the elements of grammar, pronunciation, rapid reading of easy prose, and the ability to understand and use simple phrases.

Text books: Edgren's Brief Spanish Grammar, Mantilla's Libro de lectura I, Alarcón's El Capitan Veneno, Selected Readings.

MATHEMATICS.

Lyon L. Norton, Gardiner L. Wagar, Mabel W. Learoyd, Sylvia Clark, Edith D. Johnson, Laura F. Parker.

The work in mathematics is planned to meet the requirements for admission to the best colleges and technical schools. At the same time it is made as

practical and educational as possible, the ability to pass college entrance examinations not being the main object. The various subjects are taught with two distinct aims: first, to train the reasoning faculties; second, to gain a thorough knowledge of the subjects themselves as absolutely essential to the study of the higher mathematics and the natural sciences. To accomplish these ends the student is thrown upon his own resources in the solution of a large number of problems and original exercises in algebra and geometry, and much attention is given to rapid review drill in the class room. The use of good English is insisted upon in both oral and written work as absolutely necessary to obtain the best results. *Thoroughness* and *accuracy* are the key words.

Course I. **Arithmetic.** Daily. Two terms.

Here the aim is to master the essential principles and to make the work as practical as possible. Artificial and improbable examples are avoided.

A. Factors and multiples, fractions, common and decimal, and denominate numbers.

B. Metric system, mensuration, ratio and proportion, percentage, interest, and discount.

Text book: Wells' Academic Arithmetic.

Course II. **Bookkeeping.** Daily. One term.

The work covers double entry bookkeeping so far as to include a thorough acquaintance with the business forms and books needed in an ordinary retail or commission business for a single proprietor, or for a partnership. The difference be-

tween single and double entry with the advantage of the latter is noted. Special attention is given to the trial balance and the balance sheet.

Text book: Williams & Rogers' New Complete Bookkeeping.

Course III. **Algebra.** Daily. Four terms.

The course in algebra extends through four terms. Three terms' work, five times a week, is the minimum requirement for graduation from any course. This work includes the subject of quadratic equations and all that naturally precedes it; also zero and infinity, indeterminate equations, ratio and proportion, variation, progressions, binomial formula for positive integral exponents, and logarithms. The fourth term covers the binomial formula for any exponent, permutations, combinations and probabilities, variables and limits, infinite series, undetermined coefficients, continued fractions, summation of series, and elementary work on determinants and theory of equations.

Factoring and the statement of problems are emphasized throughout the entire course.

Text books: Wells' Essentials of Algebra and Fisher & Schwatt's Complete Secondary Algebra.

Course IV. **Geometry.** Daily. Three terms.

Two terms, five times a week, are given to the study of plane geometry. Numerous applications of the principles of logarithms are made in the solving of numerical exercises. Original work is required from the start to the finish. The object is to develop independence and originality. For the sake of accuracy and finish each student is required to write out carefully a considerable number of original demonstrations.

Course V. **Analytical Geometry.** Daily. One term.

The subjects treated in analytical geometry are the straight line, the circle, and the elementary principles of conic sections. Considerable attention is given to the plotting of curves.

Text book: Bailey & Wood's Analytical Geometry.

Course VI. **Mathematics Review.** Daily. One term.

Sixth Form students preparing to enter the Classical course in college are required to take one term in the review of plane geometry and algebra. Naturally, this course is planned as a special preparation for freshman mathematics in college. This term is in addition to two terms of plane geometry and three terms of algebra.

No one text book followed.

Course VII. **Plane Trigonometry.** Daily. One term.

Special emphasis is put upon the mastery of the trigonometric functions and of the fundamental trigonometric formulæ.

Facility in the use of logarithms is acquired in connection with the solution of right and oblique triangles.

Text book: Phillips & Strong's Elements of Trigonometry.

Course VIII. **Plane Surveying.** Daily. One term.

Such portions of plane surveying are covered as will give familiarity with use of the level, compass and transit, and as will give some proficiency in measurement of distances and angles, chain surveying, leveling, land survey computations, plotting, field notes, and dividing land.

Text book: Davies' Surveying (Van Amringe).

Course IX. **Astronomy.** Daily. One term.

An elective course of one term is offered in elementary astronomy. The work is made more descriptive than mathe-

matical. A knowledge of elementary algebra and geometry is a requisite for entrance to this course.

Text book: Todd's New Astronomy.

THE SCIENCES.

Charles E. Dickerson, Florence E. Flagg, Grace MacLeod, Robert A. Budington.

The educational value of scientific studies may well be considered equal to that of the classics, and great care has therefore been exercised in the preparation of the courses here offered. Laboratory work forms a large part of the courses.

Course I. **Geography.** Daily. One term.

The course in geography takes up the study of the physical features of the Grand Divisions, paying particular attention to the productions and manufacturing industries of each continent.

In connection with the study of the political divisions, reference is made in class work and by special topics to the history and progress of the nations. Globes and maps are used in illustration of the work, while map drawing is required.

Text book: Barnes' Complete Geography.

Course II. **Elementary Lessons in Science.** Daily. One term.

This course comprises a series of simple experiments and demonstrations leading up to some of those great truths of the natural sciences which should be familiar to every student.

Biological Lecture Room.

will find himself acquainted with many fundamental terms, ideas and principles and should be able to advance rapidly. The first part of the course will be spent in the study of the elementary principles and facts in Physics and Chemistry, and the latter part will take up the elementary facts of animal and plant structure, the meaning and means of carrying on the fundamental processes involved in maintenance of living matter.

For the advantage of those who may care to anticipate this work and pass it off at the entrance examinations the following references are given.

For the Physics and Chemistry as much work as is included in such books as Balfour Stewart's Science Primer—Physics, Art. 1-57; Roscoe's Science Primer—Chemistry, Art. 1-50 and Art. 66, 67, 68.

For the Biology one or more of the following: T. Jeffery Parker's Lessons in Elementary Biology (Macmillan), Chaps. I., II., VI., XIII., XVII.

J. A. Thomson's Outlines of Zoölogy (D. Appleton & Co.), Chaps. II., III.

Sedgwick and Wilson's General Biology (Henry Holt & Co.), Chaps. III., IV.

J. A. Thomson's The Study of Animal Life (Scribner's), Chaps. VIII., IX., XI.

H. W. Conn's The Story of the Living Machine (D. Appleton & Co.).

Course III. **Physiology.** Daily. One term.

This course is required of all students not taking the classical course. The study is made effective by the use of a skeleton, manikin, models, charts, and a complete set of histological preparations. An especial endeavor is made to illustrate the subject in hand by having in the class room for demonstration as many animal organs as can be conveniently obtained. A small fee may be charged to defray the expense of such material.

Text book: Martin's Human Body.

Course IV. **Zoölogy.** Daily. Two terms.

The pursuance of this study involves attendance at lectures, oral and written recitations, and laboratory exercises. The facilities for the course include a large recitation room, a special zoölogical laboratory, a museum collection of type forms, laboratory apparatus for each individual, charts, etc. Carefully prepared note books are required of each student, and an appropriate laboratory fee asked.

A. This is devoted to a study of invertebrates, beginning with the simplest types of protozoa, and following the gradually increasing complexity of animal anatomy and physiology, in the different groups, up to the lowest forms of vertebrated animals.

Text book: Jordan & Heath's Animal Forms.

B. Commencing with the lowest forms showing vertebrate affinities, this course involves a study of the comparative anatomy and physiology of the main types of vertebrates. In addition to this, the leading facts of fertilization, cell division, and embryology, as illustrated in the chick and frog, are studied. General biological problems and theories are discussed.

Text book: Jordan & Heath's Animal Forms. Collateral reading in Parker & Haswell's Text Book of Zoölogy, Wilson's Cell, and Marshall's Vertebrate Embryology.

Course V. **Botany.** Daily. Two terms.

The work of this course is divided into two parts of one term each. Either term may be taken separately and will count towards graduation. Both terms should be taken, however, and in the order given, for a complete understanding

studied. Gymnosperms are included in this course. Four hours each week are devoted to laboratory work.

B. Phænogamic botany, covering morphology, physiology and ecology of spermatophytes. Laboratory work continues as in the first term.

The laboratory is well equipped with compound microscopes, prepared slides, charts, etc. A small laboratory tax is assessed for the use of material and microscopes.

Text books: Gray's Manual, Coulter's Plants.

Course VI. **Physiography.** Daily. One term.

This course is based upon the work outlined in Gilbert & Brigham's Physiography—the Twentieth Century Text Book. Collateral reading is done by the student and reported in class. Historical geology is taken up in connection with this course. The location of the school affords excellent opportunities for field work. The museum is well supplied with minerals.

Course VII. **Physics with Laboratory Work.** Daily. Three terms.

The course in elementary physics consists of lectures, recitations and work in the physical laboratory. The aim of the laboratory work is to give the student practical experience in scientific processes and to train him "to observe carefully, record accurately, infer justly, and express cogently." The relation of physics to familiar phenomena is strongly emphasized and the *practical* value of this course can hardly be overestimated. It is recommended that students desiring this course shall have completed two terms of algebra and shall have some knowledge of plane geometry. Each student is required to keep a note book containing an accurate record of his work. A laboratory fee sufficient to cover breakages is charged.

Text books: Avery's, and Hall and Bergen's

Course VIII. **Advanced Physics.** Twice a week. Two terms.

A laboratory course in physical measurements with recitations and problems based upon the experiments is offered to those students who have taken the work in elementary physics, either here or elsewhere, as a preparation for such work, and who desire to pursue a course in physics, immediately following such preparation. The course will correspond to what is known as the advanced admission requirement in physics at Harvard College. A knowledge of plane geometry and algebra, and a familiarity with the notation used in trigonometry are necessary. A student completing the course will be credited with one term's study toward graduation. Those who intend to pursue courses in physics, chemistry, or engineering in higher institutions are advised to elect this course.

Laboratory Manual: Sabine's. Reference: Deschanel and Ames.

Course IX. **General Chemistry and Qualitative Analysis.** Daily. Two terms.

The work in chemistry during the first term is devoted to general study of inorganic chemistry. Experiments in the laboratory are supplemented by lectures and recitations. Much attention is paid to the solution of elementary chemical problems and, later in the term, to chemical theory. This course prepares the student for qualitative analysis, which is taken up in the laboratory during the second term. The laboratory work is supplemented by continued drill in problems and by the systematic study of chemical reactions. Students looking toward the study of medicine will find this course of great practical value.

Each student is required to keep a record of the results of

HISTORY.

Gaylord W. Douglass, L. Lorimer Drury.

Course I. **United States History and Civil Government.** Daily. Two terms.

A. The work of the first term in this course covers the history of our country from the time of its discovery down to the presidency of Abraham Lincoln.

B. The second term is divided into two parts. The first half term is spent on the study of the period from Lincoln to the present time, and during the remainder of the term the framework of our state and national governments is presented. Special emphasis is laid upon the duties and obligations of American citizenship.

Text books: Montgomery's Leading Facts of American History, Willoughby's Rights and Duties of American Citizenship.

Course II. **Greek History.** Daily. One term.

A short introductory study is made of the more ancient nations, after which the history of Greece is taken up and carried from the earliest times to the fall of Corinth, 146 B. C. The political events in Greek history are used as a background to show the causes for the high development of literature and art, the real gifts of Greece to our civilization. This course, with Course III., is required for students preparing for the academic course in college, and is elective for others.

Text book: Botsford's A History of the Orient and Greece.

Course III. **Roman History.** Daily. One term.

In this course the history of Rome is carried from the founding of the city until the time of Charlemagne, 800 A. D. Rome's policy of expansion and incorporation is carefully followed on the map, and special attention is paid to the later period of the empire. Courses II. and III. are designed to meet

the full requirements of any college in ancient history and geography. These courses are prepared along the lines recommended by the Committee of Seven on History.

Text book: Morey's Outlines of Roman History.

Course IV. **Mediæval History.** Daily. One term.

The period covered by this course is from 476 A. D. to the discovery of the New World by Columbus. The text book is used as an outline, and the student is made familiar with the works of Hallam, Emerton, Bryce, Adams, and other authorities on this period. Collateral reading is made practical by occasional oral reports by the students to the class.

Text book: Myer's The Middle Ages.

Course V. **Modern European History.** Daily. One term.

This course opens with the discoveries and explorations of the sixteenth century and brings the history of the European states down to the present time. Collateral reading, reports, etc., similar to Course IV. are required. Courses IV. and V. should be taken by students preparing for technical and scientific schools.

Text book: Myer's The Modern Age.

Course VI. **English History.** Daily. One term.

This course is wholly elective and is given whenever a request is made by a sufficient number of students. It is designed to meet the full requirements, in this subject, of any of the sci-

ART STUDY.

Margaret D. Strong.

Course I. **Elementary Drawing.** Weekly. Two terms.

. The aim of this course has been to present, within the time allowed, work along the lines of pictorial, structural, and decorative drawing, and some knowledge of the principles underlying each. The work is adapted as much as possible to the requirements of the pupils entering the classes.

Course II. **Mechanical Drawing.** Weekly. Two terms.

This course is offered to those who have completed geometry. The work follows that presented in the text book by Linus Faunce.

Course III. **Studio Work.** Weekly. Two terms.

Students electing this course may take lessons in charcoal, crayon, or other mediums. Only those who have some talent for the work may join these classes.

Course IV. **History of Art.** Weekly. Two terms.

This course is designed to give the student some knowledge of the great artists and their works, and to lead him to more thoroughly enjoy the world's best art. Lectures are given by the instructor and library work upon assigned topics is required of the student. The course has lately been much enriched by a generous gift of books on art.

PENMANSHIP AND SPELLING.

Weekly.

Students failing to pass the annual examinations in penmanship and spelling are required to take class work. No student behind in either of these subjects is ranked higher than Third Form.

In penmanship, both the vertical and Spencerian systems are taught.

MUSIC.

Vocal Music, Class Instruction.

A. Judson Philips.

Course I. **Second Form A.** Twice a week.

For pupils who have had no previous training, and for such as have not studied sight singing. In this course most of the theory of musical notation is taught. Individual work and solo sight singing of simple exercises are expected.

Course II. **Second Form B.** Twice a week.

Study of intervals is pursued. Common chords are explained and practiced, both in writing and singing, and part singing in keys major and minor is followed as introduced in Palmer's Graded Studies up to page 69.

Course III. **Third Form A.** Twice a week.

This course will include the study of singing in all keys major and minor. Attention is given to the proper placement of the voice and to distinct enunciation, etc.

well as octavo music. Much attention will be given to correct formation of tone, phrasing, etc.

Course V. **Conducting Class.**

This class will contain only those who have acquired a knowledge of music, as may result from practice in the foregoing classes. None but readers of music may enter it. Conducting will be carefully taught. Opportunity for improvement in the art of accompanying is also afforded to students in this course.

Instrumental Music and Voice Culture.

Helen L. Jewell.

Private lessons on the piano and pipe organ and in voice culture are provided for those who desire them. For these lessons an additional charge is made.

COMMENCEMENT EXERCISES.

April, 1902.

Saturday, April 19.

Class Day Exercises of the Class of 1902, 2 P. M.
Principal's Reception, 4:30 P. M.
Allen Prize Declamation Contest, 7:30 P. M.

Sunday, April 20.

Commencement Sermon, 10:30 A. M.
Rev. C. I. Scofield, D. D., East Northfield.
Communion Service, 3 P. M.
Meeting of the Young Men's Christian Association, Conducted by the Graduating Class, 7:30 P. M.

Monday, April 21.

Annual Meeting of the Alumni Association, 9 A. M.
Commencement Exercises, 11 A. M.
Address by Rev. Anson Phelps Stokes, Jr., New York City.
Awarding of Prizes.
Presentation of Diplomas.
The prizes awarded were as follows:—
Cambridge Prize.
Equally divided between Donald A. Capen and Fred H.

Mrs. Frank Wood Prize.

W. Finney Tyler.

Cæsar Prize for Excellence in Recitation in Cæsar B, Awarded upon the Ballot of the Class.

Claude J. Fingar.

J. P. Dwight Prizes.

For Best Laboratory Work in Physics.

Austin M. Leavens.
Honorable mention of Axel F. Swanson.

For Best Laboratory Work in Chemistry.

William M. Thorne.
Honorable mention of Francis M. A. Claflin.

Wesleyan-Hermon Club Prize for Best Essay on Julius Cæsar as a Statesman.

Leslie Bohnert.

Second Prize offered by the History Department.

Henry Jacobson.

Alumni Prize Debate, April 7.

1st prize, Arthur G. H. Power.
2d prize, Edwin L. LaCrosse.
3d prize, H. Edward Roelke.

Prizes in Oratory, February 22.

1st prize, Ralfe W. Armstrong.
2d prize, Ernest A. Ohori.
3d prize, Leslie Bohnert.

D. L. Moody Prizes in Bible.

FOURTH FORM. Two prizes.

1st prize, Thomas Rowan.
2d prize, William H. Blackman.

THIRD FORM. Two prizes.

1st prize, Ralfe W. Armstrong.
2d prize, Lawrence F. McDonald.

SECOND FORM. Two prizes.

1st prize, Claude J. Fingar.
2d prize, William H. Peterson.

FIRST FORM B (Fall). SECOND FORM A (Winter) —
Three prizes.

1st prize, Christian B. Hansen.
2d prize, Paul G. Robison.
3d prize, Clifford I. Bradley.

FIRST FORM. Three prizes.

1st prize, Lester W. Speer.
2d prize, Robert W. Mark.
3d prize, William R. Messenger.

PREPARATORY B (Fall). FIRST FORM A (Winter) -
Three prizes.

1st prize, George A. McKay.
2d prize, John E. McKay.
3d prize, George G. Burroughs.

PREPARATORY. Six prizes.

1st prize, David Aug.
2d, two equal prizes, Harry Bennett, Charles F. Cooper.
3d, three equal prizes, Henry C. Cloud, Benjamin H. Oliver, Harry N. Clark.

COMMENCEMENT EXERCISES.

August, 1902.

mencement Exercises, 3 P. M., Friday, August 15

ddress by Rev. A. C Dixon, D. D., Boston followed by Rev. G. Campbell Morgan and Rev. F. B. Meyer of London.

resentation of Diplomas to Members of Graduating Class.

warding of Prizes.

he prizes awarded were as follows:—

. L. Moody Prizes in Bible.

DAILY BIBLE (full term).

1st prize, Josef C. Sandorf.
2d prize, John S. LeFevre.

DAILY BIBLE (four courses).

1st prize, William H. Peterson.
2d prize, Lawrence F. McDonald.

TRAINING CLASS.

1st prize, Theodore R. Westervelt.
2d prize, Marshall Robie.

FIRST FORM.

1st prize, William Y. Duncan.
2d prize, Elijah Mackenzie.

PREPARATORY A.

1st prize, William J. Maccabe.
2d prize, Arthur R. Grosvenor.

PREPARATORY B.

1st prize, Gordon K. Creighton.
2d prize, John W. Kearns.

TEXT BOOKS.

Bible: Good English Bible with References and Helps. Revised Version. Concordance, Cruden's or Walker's. Various reference books on different courses.

English, Hill's Foundations of Rhetoric, Selected Texts.

Singing, Palmer's Graded Studies.

English Grammar, Buehler's Modern English Grammar.

Latin Grammar, Allen and Greenough's.

Latin Lessons, Walker's Bellum Helveticum and Smiley and Storke's Beginners' Latin Book.

Latin Composition, Dodge and Tuttle's.

Cæsar, Allen and Greenough's New Cæsar with Vocabulary.

Nepos, Barss'.

Cicero, D'Ooge's Select Orations of Cicero.

Ovid, Kelsey's.

Vergil, Allen and Greenough's Vergil's Æneid, I-VI, and Bucolics with Vocabulary.

Greek Grammar, Goodwin's.

Greek Lessons, White's First Greek Book.

Homer, Keep's.
French Grammar, Chardenal's Complete French Course.
French Readers, Guerber's Contes et Légendes and Super's French Reader.
French Composition, François'.
German Grammar, Otis', and Althaus' Synopsis.
German Readers, Hewett's, Guerber's Märchen und Erzählungen, and Selected Texts.
German Composition, Stein's Prose Composition.
Spanish, Edgren's Brief Spanish Grammar, Selected Readings.
Arithmetic, Wells' Academic.
Bookkeeping, Williams and Rogers' New Complete Bookkeeping.
Algebra, Wells' Essentials and Fisher and Schwatt's Complete Secondary Algebra.
Geometry, Plane and Solid, Wells' Essentials and Phillips and Fisher's Geometry. Analytical, Bailey and Wood's.
Trigonometry, Phillips and Strong's Elements of Trigonometry.
Surveying, Davies' (Van Amringe).
Astronomy, Todd's New.
Geography, Barnes' Complete Geography.
Physiology, Martin's Human Body.
Zoölogy, Jordan and Heath's Animal Forms.
Botany, Gray's Manual and Coulter's Plants.
Physiography, Gilbert and Brigham's.
Physics, Avery's, Hall and Bergen's and Sabine's

Leading Facts of American History, Willoughby's Rights and Duties of American Citizenship.

Greek History, Botsford's A History of the Orient and Greece.

Roman History, Morey's Outlines of Roman History.

Mediæval History, Myers' The Middle Ages.

Modern History, Myers' The Modern Age.

English History, Montgomery's Leading Facts of English History.

English Literature, Pancoast's Introduction to English Literature.

American Literature, Pancoast's Introduction to American Literature.

The Cottages.

GRADUATES.

CLASS OF '87.

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Extracts from Constitution and By-Laws.

OBJECT.

"The object of this Association shall be to encourage fellowship among the old students, and to promote the interests of the school."

MEMBERSHIP.

"Every graduate shall become a member without election."

"Any person who has been a student at Mount Hermon School, and is recommended by the executive committee, is eligible for membership."

"Applicants for membership shall send their names to the secretary, giving the time spent at school, present occupation, and address."

DUES.

"The annual dues of the Association shall be fifty cents."

The Mount Hermon Alumni Association was organized in 1888, for graduates only, and so continued until 1900, when the doors were opened to all former students who loved Mr.

Moody and had in them a feeling of loyalty to the school and a desire to keep up old friendships.

The Association is now carrying on the following lines of work:—

1. The publication of the Mount Hermon Alumni Quarterly, which is sent to every member of the Association.

2. The Old Student Endowment Fund, by which former students share in the Memorial Endowment Fund.

3. "The Alumni Prize Debate," which is open to all the students of the school.

4. "The Alumni Cup Debates," the cup being awarded annually to that student society which wins a series of debates.

5. A series of Life-Work Talks before the school, to be given by old Hermonites.

6. An Employment Department, which will keep a record of former students who desire employment, and will seek to assist them.

7. An annual reunion and banquet.

Communications in regard to the Association should be addressed to the secretary, L. Lorimer Drury, Mount Hermon, Mass.

ENTRANCE EXAMINATIONS.

September, 1902.

ARITHMETIC.

1. (a) Subtract $\frac{5}{24}$ from $\frac{7}{40}$. (b) Add together $\frac{1}{2}\frac{7}{7}$, $\frac{13}{32}$, $\frac{1}{16}$ and $\frac{2}{1}\frac{1}{0}\frac{1}{8}$. Reduce the results to their lowest terms in both cases.

2. Reduce $\frac{1}{6}\frac{7}{2}\frac{3}{5}$ and $\frac{1}{1}\frac{0}{2}\frac{9}{8}\frac{9}{0}$ to decimal fractions, and then multiply the results together.

3. If 69.84 pounds of coffee can be bought for $30.55½, how many pounds can be bought for $76.89½?

4. If a rail weighs 75 pounds to the yard, how many tons of rails will be required to lay a piece of double track railway 11 m. 272 rd. in length?

5. (a) How much will 10 liters of a certain metal weigh in kilograms, if the metal is 13 times as heavy as an equal quantity of water? (b) What is the cost of 15 hectoliters of grain at 4 cents a liter?

6. How long must $926.50 be on simple interest at 5% to amount to $1,200?

7. I paid $63.25 for insuring $4,000 on a house. What was the rate of insurance?

8. Find the proceeds of a note for $875, dated November 25, 1892, payable 60 days after date, and bearing interest at 4%, if discounted December 11, 1892, at 5½%.

9. Find the amount of $2,893.40 from March 27, 1885, to March 18, 1887, at 4%.

10. What is the duty at $4.50 a pound and 25% advalorem, on 10,000 cigars, invoiced at $6.00 a hundred, and weighing 12 pounds to the thousand?

GRAMMAR.

May, 1903.

A.

1. Define and illustrate in brief sentences:—
   (a) Adjective.
   (b) Adverb.
   (c) Object complement.
   (d) Attribute complement.
   (e) Participle.
   (f) Dependent clause.
   (g) Infinitive phrase.
2. Give the construction of the italicized words:—
   (a) "The *way to argue down* a vice *is* not *to tell* lies about *it*."
   (b) "No *good* substitute *has yet been found* for frankness, industry and *sincerity*."
3. Analyze:—
   (a) "Life is made up of marble and mud."
   (b) "A little powder will make a blaze that a multitude will rush to see, who thought the sunset tiresome."
4. Write a business letter applying for a situation.

B.

5. (a) Define and illustrate, relative pronoun, reflexive pronoun, collective noun, proper noun, and limiting adjective.
   (b) Name and decline the personal pronouns.
6. (a) Define transitive verb, regular verb.
   (b) Give a synopsis of *strike* in the third person, singular, Active and Passive.
7. Parse the italicized words:—

9. "It is a strange thing how little in general people know about the sky. It is the part of creation in which nature has done more for the sake of pleasing man, more for the sole and evident purpose of talking to him and teaching him, than in any other of her works, and it is just the part in which we least attend to her."

   Divide the above quotation into clauses, writing each clause in full, and giving the syntax of each subordinate clause.

10. Write the paraphrase of the quotation.

11. Insert the proper form of the verb "to be."
    (a) Such phenomena —— very strange.
    (b) The ship with all her crew —— lost.
    (c) —— either of you going to the village?
    (d) "Tales of a Wayside Inn" —— written by Longfellow.

12. Tell the difference in meaning between,
    (a) I [accept, except] him.
    (b) We [will, shall] come soon.
    (c) We found the way [easy, easily].
    (d) If he [is, were] studious, he [will, would] excel.

GEOGRAPHY.

1. Do all places in the same latitude have the same climate? Why? Illustrate.

2. When it is summer in Massachusetts what season is it in Chili? Why?

3. Sketch a map of the Mississippi river with the states bordering on it. Give the capital of each state.

4. Connect each of the following with the name of a state producing it in large quantities. Silver, copper, coal, sugar, cotton, wheat.

5. Give an important region for each of the following: diamonds, spices, furs, olives, dates, carpets, silk, ivory, tea, cork.

6. Give in order the waters crossed by a vessel sailing from Liverpool to Calcutta.
7. What and where are Mitchell, St. Pierre, Havana, Scranton, Ottawa, Dardanelles?
8. Name four colonies belonging to Great Britain, and two belonging to each of the following: France, Netherlands, Denmark.
9. Give four instances in which a body of water or a mountain chain forms part of the boundary between two countries of Europe.
10. Give the highest mountain, longest river, largest city for each of any four continents.

UNITED STATES HISTORY.

May, 1903.

A.

1. Name two French, two Spanish, and two English explorers with one fact about each.
2. Write briefly on,
   (1) First House of Burgesses.
   (2) Beginnings of Connecticut.
   (3) Quarrels between Pennsylvania and Maryland.
3. What were Writs of Assistance? What new tax levied on the English colonies in 1765? What effect did it have on the colonies and on the people in England?
4. Explain each of the following:—
   (1) Alien and Sedition Laws.
   (2) Louisiana Purchase.
   (3) Missouri Compromise.
5. Give a good account of the administration of Andrew Jackson, with dates for the period.

B. AND CIVICS.

6. Explain Lincoln's attitude toward slavery as shown in

8. Describe all the movements of the American Navy in the war of 1898 with Spain.
9. Describe carefully each step in the election of a president of the United States.
10. State the constitutional qualifications for,
    (1) President.
    (2) U. S. Senator.
    (3) Member of the House of Representatives.

ENGLISH BIBLE.

Preparatory A.

1. (a) How much of the Bible have you ever thoughtfully *read?*
   (b) How much of it have you *studied?* Where and how?
2. Write the names of any ten Old Testament books, and tell in a few words about each what it contains.
3. Write (a) any one of the first four commandments; (b) any one of the remaining six.
4. Tell *in few words* about (a) the beginning of sin in the world; (b) the flood; (c) the destruction of Sodom and Gomorrah; (d) the crossing of the Red Sea; (e) the capture of Jericho. Tell the leading persons connected with each of these events.
5. Mention three leading facts connected with each of the following, (a) Jacob; (b) Moses; (c) Samson; (d) Solomon.
6. How did men first worship God? Where and when was the tabernacle built? Tell how it was used? How did the temple differ from it?
7. (a) Who were the Philistines? Tell (b) what Saul had to do with them; (c) how David won victories over them.
8. What became of the ten tribes of Israel, and why?
9. Give (a) two good lessons to be learned from any thing in the Old Testament; (b) two favorite Old Testament verses.

Preparatory B.

1. Write the names (a) of the major prophets; (b) of the epistles of Paul.
2. Why did the kingdom of Judah outlast the kingdom of Israel? How did it end and why?
3. Who was the great prophet during the reign of Hezekiah? What did he prophesy (a) about his nation; (b) about the Messiah?
4. Mention three men who had a leading part in bringing back the Jews from captivity, and tell the greatest service each rendered.
5. Where were (a) Babylon and Damascus; (b) Capernaum and Jerusalem; (c) Philippi, Ephesus, Rome? Answer by drawing the rough outlines of a map and locating each. Then mention one important Bible fact connected with each.
6. Describe briefly any five of Jesus' miracles. Tell where each occurred.
7. Give three facts recorded in the Acts about Peter; one each about Stephen, Barnabas, Timothy.
8. Tell (a) how Paul began his missionary work; (b) what methods he used; (c) what led to his arrest; (d) how he reached Rome.
9. What were some of the most important results of Paul's labors? Give three lessons we should learn from him.

ELEMENTARY SCIENCE.

1. Name and illustrate the three conditions of matter. Name and define some property of matter.
2. Name the simple machines.
3. Sketch a suction pump and describe its action.

7. What is an element? Name five.
8. State as many differences as you can between living and lifeless matter. Define Biology.
9. What can you say of Protoplasm, and what are its properties?
10. What is a cell, what its structures, its use and importance in the make-up of plants and animals?
11. Define (a) tissue, (b) organ, (c) function, (d) gland, (e) food.
12. Describe (a) digestion, (b) circulation and respiration, as occurring in plants and animals; in what ways alike, and in what unlike?
13. Describe several ways in which plants and animals reproduce themselves.
14. Define the following: (a) cellulose, (b) chlorophyle, (c) epidermis, (d) parasitic, (e) differentiation or division of labor, (f) irritability.

One of the Cottages.

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TILDEN FOUNDATIONS
1899

Catalogue

of

Mount Hermon School

Founded by D. L. Moody

1904-05

MAY 9 1908

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ASTOR, LENOX AND
TILDEN FOUNDATIONS.

CATALOGUE

OF

Mount Hermon School

MOUNT HERMON

MASSACHUSETTS

1904-05

BRATTLEBORO:
PRESS OF E. L. HILDRETH & CO.
1904

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"Behold, how good and how pleasant it is
For brethren to dwell together in unity!
It is . . .
Like the dew of Hermon,
That cometh down upon the mountains of Zion:
For there the Lord commanded the blessing,
Even life for evermore."

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ITEMS OF INTEREST.

First purchase of school property	November, 1879
Mr. Camp's gift of $25,000	September 10, 1880
School opened for instruction	May 4, 1881
Articles of incorporation signed	March 29, 1882
Number of students, 1881–3	25
Number of students, January, 1884	70
Number of students, January, 1885	90
Number of students, September, 1903	408
Average age of students in attendance January 1, 1904	20 years and 10 months
Average age of seniors in attendance January 1, 1904	21 years and 2 months
Courses of study adopted	September, 1885
First class graduated	June, 1887
Number of graduates to date	389
Total number of students entered to date	4,446
Alumni Association organized	June, 1888
Twentieth anniversary celebrated	April, 1901

CALENDAR, 1904-05.

—

Term begins . . .	Friday, Sept. 2, 1904
Mountain Day . . .	October, 1904
Thanksgiving Day .	Thursday, Nov. 24, 1904
Term ends . .	Thursday night, Dec. 22, 1904
Term begins . . .	Friday, Jan. 6, 1905
Founder's Day . .	Sunday, Feb. 5, 1905
Day of Prayer for Colleges	Sunday, Feb. 12, 1905
Contest in Oratory .	Wednesday ev'g, Feb. 22, 1905
Term ends . .	Thursday night, April 27, 1905
Term begins . . .	Friday, May 5, 1905
Independence Day . .	Tuesday, July 4, 1905
Term ends . .	Thursday night, Aug. 24, 1905
Term begins . . .	Friday, Sept. 1, 1905
Mountain Day . . .	October, 1905
Thanksgiving Day . .	Thursday, Nov. 30, 1905
Term ends . .	Thursday night, Dec. 21, 1905
Term begins . . .	Friday, Jan. 5, 1906

1904

OCTOBER.

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1905

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OCTOBER.

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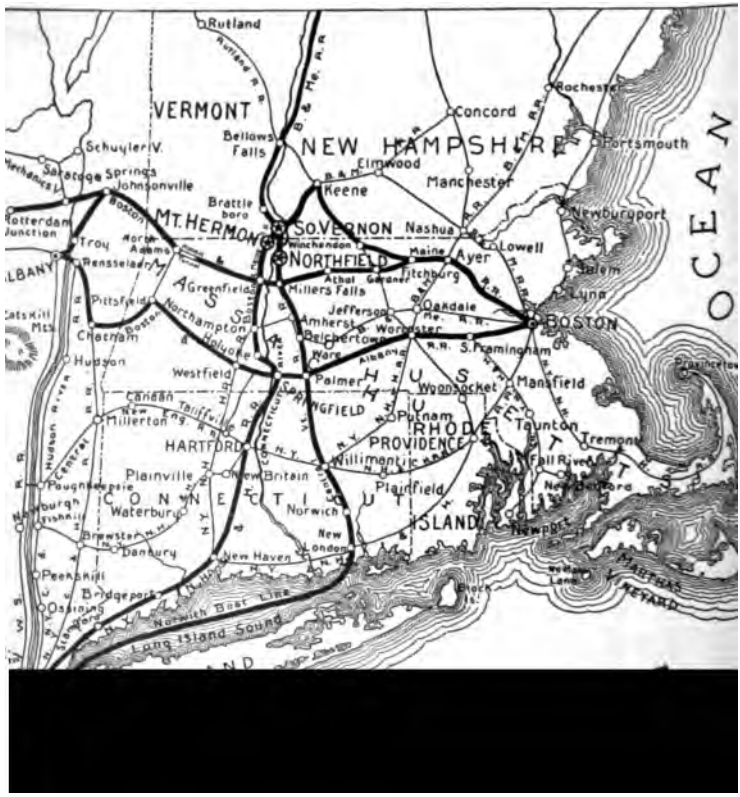
DIRECTIONS.

Come to Mount Hermon station, on the Connecticut and Passumpsic Division of the Boston and Maine Railroad, ten miles north of Greenfield, whence transportation to the school can be obtained.

For further information address

THE PRINCIPAL.



Recitation Buildings.

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HOWARD HEINZ . . . . . *Pittsburg, Pa.*

FACULTY.

1904-1905.

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PRINCIPAL.

CHARLES E. DICKERSON, B. S., *Vice Principal*,
HEAD OF DEPARTMENT OF SCIENCE.
PHYSICS AND CHEMISTRY.

LYON L. NORTON, B. A.,
HEAD OF DEPARTMENT OF MATHEMATICS.
MATHEMATICS.

FRANK L. DULEY, B. A.,
HEAD OF CLASSICAL DEPARTMENT.
GREEK AND LATIN.

LUCY TAPPAN, B. A.,
HEAD OF DEPARTMENT OF MODERN LANGUAGES.
GERMAN, FRENCH AND SPANISH.

GAYLORD W. DOUGLASS, B. A.,
HEAD OF DEPARTMENT OF HISTORY.
HISTORY.

HARRY HAYWARD, M. S. AGR.,
HEAD OF DEPARTMENT OF AGRICULTURE.
AGRICULTURE.

JAMES McCONAUGHY, M. A.,
HEAD OF DEPARTMENT OF ENGLISH BIBLE.
THE ENGLISH BIBLE.

WELLINGTON E. AIKEN, M. A.
HEAD OF DEPARTMENT OF ENGLISH.
ENGLISH.

A. JUDSON PHILIPS,
HEAD OF DEPARTMENT OF MUSIC.
SINGING.

FLORENCE E. FLAGG,
BOTANY AND PHYSIOGRAPHY.

HENRY W. HASTINGS,
ELOCUTION.

MARGARET D. STRONG,
ART STUDY AND HISTORY.

MARY A. DEWEY,
ENGLISH.

JESSIE E. BIGELOW,
GREEK AND LATIN.

GARDINER L. WAGAR, B. A.,
MATHEMATICS.

L. LORIMER DRURY, B. A.,
HISTORY.

ROBERT A. BUDINGTON, M. A.,
PHYSIOLOGY AND ZOÖLOGY.

PAUL D. MOODY, B. A.,
THE ENGLISH BIBLE.

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FRENCH AND GERMAN.

IZA B. S. ATWOOD, B. A.,
MATHEMATICS.

WARREN B. MADISON, B. SC.,
HORTICULTURE.

GEORGIA R. DRURY,
ENGLISH BRANCHES.

M. FRANCES WHEELER,
PHYSICS AND CHEMISTRY.

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ETHEL S. RADFORD, B. A.,
ENGLISH.

MARION A. KNIGHT,
VOCAL AND INSTRUMENTAL MUSIC.

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POULTRY CULTURE.

WILLIAM F. NICHOLS,
CASHIER.

MARY J. MILLER, B. L.,
SECRETARY.

ELIZABETH CONWAY,
LIBRARIAN.

A. WILSON ATWOOD, M. D.,
RESIDENT PHYSICIAN AND MEDICAL ADVI

GEORGE McMILLAN,
SUPERINTENDENT OF WORK AND BUYE

STUDENT REPRESENTATION.

1903.

Total number of different students enrolled during the calendar year.

United States.		Other Countries.	
New York	138	Canada	45
Massachusetts	95	England	18
Connecticut	68	Ireland	9
Pennsylvania	57	Austria	7
Vermont	37	China	6
New Jersey	32	Germany	6
Maine	19	Italy	6
New Hampshire	19	Scotland	6
Illinois	16	Japan	3
Ohio	15	Porto Rico	3
Virginia	8	United States Colombia	3
Indiana	7	West Indies	3
Rhode Island	7	Denmark	2
Michigan	6	Turkey	2
South Carolina	5	Wales	2
Colorado	4	Armenia	1
Georgia	4	Bohemia	1
Iowa	4	Bulgaria	1
Kansas	4	Burma	1
Texas	4	Finland	1
Maryland	3	France	1
Nebraska	3	Holland	1
North Carolina	3	Korea	1
Tennessee	3	Madeira	1
Washington, D. C.	3	New Zealand	1
California	2	Peru	1
Florida	2	Sweden	1
Missouri	2	Switzerland	1
West Virginia	2	Syria	1
Wyoming	2		135
Arkansas	1		579
Delaware	1		
Minnesota	1		

1.

The Mount Hermon Boys' School.

ORIGIN.

THE school was established, at the suggestion and earnest desire of Mr. D. L. Moody, by several men interested in the practical Christian education of boys and young men. The school was incorporated in 1882, under the laws of Massachusetts. Hiram Camp, the first President of the Board of Trustees, gave twenty-five thousand dollars, and several thousands were received from Great Britain. Two good farms lying side by side were purchased, some necessary changes made in the build-

ings, and on May 4, 1881, the school was opened. Additional tracts of land have been purchased since, so that the school now owns several hundred acres.

LOCATION.

The school is situated on the west side of the Connecticut River, opposite Northfield, on high sloping ground, commanding an extensive view of river, valley, and mountain. The site was selected with reference to the best sanitary conditions, good drainage, pure air, excellent water; to remoteness from crowded neighborhoods, and to freedom from adverse influences often found in large villages. The buildings are about a mile from the Mount Hermon station on the Connecticut and Passumpsic Division of the Boston and Maine Railroad, ten miles north of Greenfield. The address for matter by mail, express or freight, is simply "Mount Hermon, Mass."; for telegrams, via "East Northfield, Mass." The school has also long distance telephone connections.

PURPOSE.

The school is for young men of sound bodies, good minds, and high aims. It is designed for those who have already conceived a serious purpose in life; for those who are in earnest to secure a useful education; for those who desire to know more of the Bible. Vicious or idle boys are not wanted; neither are those who have failed to make good

Its aim is to furnish a thorough Christian training to young men and boys of earnest purpose but small means. In Mr. Moody's own words, "To help young men of very limited means to get an education such as would have done me good when I was their age. I want to help them into lives that will count the most for the cause of Christ." To this end the study of the Bible is followed in all courses.

It further aims to care for the physical welfare of its students, to train them to industrial habits, and to give them some practical knowledge of work by requiring of each one a certain amount of manual labor daily.

EQUIPMENT.

The equipment of the school for its work is as follows:—

RECITATION HALL.

This is one of the first buildings erected upon the campus. It is a substantial brick edifice eighty by fifty feet, three stories high above the basement, and contains recitation rooms, the library and reading room, and the offices of the principal and cashier. In this building is also the room in which the great Student Volunteer movement was first organized in the summer of 1886.

THE SILLIMAN LABORATORY.

The new Silliman Laboratory, one hundred and two by fifty-two feet, was formally opened September 19, 1903. The original building was erected in

1892 by Hon. H. B. Silliman, LL. D., a member of the Board of Trustees, and was enlarged by him to contain additional laboratories for physics, chemistry and biology, recitation rooms, and a lecture hall seating two hundred and thirty-four. The museum, a large mechanical drawing room, scientific reference library and reading room, and the office of the vice principal, are also in this building. In the basement are the work shop, store room, electrical testing room, electric light plant, with power furnished by a gas engine, and a storage battery of fifty-two cells.

The entire equipment, as well as the building, was given by Dr. Silliman and furnishes to earnest students unusual facilities for the study of the sciences.

THE CHAPEL.

The chapel, a gift to Mr. Moody on his sixtieth birthday from his friends in England and America, was erected in 1898. It is beautifully situated on an elevation near the centre of the campus overlooking the Connecticut Valley. The building is constructed of gray granite and has a seating capacity of one thousand.

DWIGHT'S HOME.

So named in memory of Mr. D. L. Moody's grandson, little Dwight, who died November 30,

THE DORMITORIES.

The largest of the dormitories is Crossley Hall, erected in 1884 and named in memory of the son of F. W. Crossley of England, a liberal supporter of the school in its early days. This is a four-story brick building with granite trimmings, and contains rooms for about one hundred and ninety students. On the second floor is the parlor and reading room.

Overtoun Hall, so named in honor of Lord Overtoun of Scotland, who gave generously toward the building, was erected in 1898 and equipped with many modern improvements. It accommodates about one hundred and twenty students.

These large halls are in charge of men teachers, who are assisted by student officers on each floor.

There are, in addition to these Halls, three cottages, accommodating from twelve to twenty students each. Lady members of the faculty live in these cottages, and the aim is to provide as far as possible a pleasant home life for the students. A few students occupy rooms in the farmhouses, or in the homes of teachers, or in some of the other buildings connected with the work of the school.

THE DINING HALL.

The Dining Hall is a large brick building for the accommodation of the entire school. The students occupy the main room, and at one end is a small dining room for the teachers.

THE LAUNDRY.

A well equipped steam laundry is provided, with facilities for washing both plain and starched goods. The work in this building is done by the students under the supervision of the one in charge of the laundry.

The Laundry.

THE FARM.

The farm property consists of rich arable land, upland meadow and pasture, forests and a large

little or no experimenting is undertaken, but an effort is made to put into practice the latest findings of agricultural investigators.

The arable land is devoted to the production of the most economical grain, vegetable, seed and forage crops of this region. The forests are being improved by cutting the ripe timber, weeding, thinning and planting under the advice and with the co-operation of the National Bureau of Forestry at Washington, D. C. The campus is used to demonstrate a few of the principles underlying ornamental plantings, the care of lawns, etc.

In live stock, the equipment is quite complete; consisting, as it does, of over twenty horses of various types. The cattle are composed of two separate herds, one of pure bred and grade Holsteins, and the other of a herd of registered Ayrshires, the gift of Dr. Thomas Turnbull, of Casanova, Va., President of the Ayrshire Breeders' Association. The total number of cattle is nearly one hundred head.

The herd of swine consists of over two hundred and fifty head of pure bred and grade Berkshires and large Yorkshires.

The poultry plant is in the process of organization and will be increased in size.

The orchards and gardens are extensive, and afford an excellent opportunity for demonstrating modern methods of fruit and vegetable growing.

For buildings there are large barns with stables for horses and cows, deep silos, carriage houses, hothouse, creamery, several large hen houses, and other outbuildings.

In addition to the equipment above mentioned about one hundred pieces of apparatus for a laboratory of agricultural physics have been purchased and are waiting to be installed. When the material already on hand is systematically arranged, the facilities for studying soil problems, farm mechanics, mechanical analysis of soils, fertilizers, seed germination, grain and fruit judging, will be quite complete.

Planting Pine Seedlings.

II. General Information.

ADMISSION.

APPLICANTS must be at least sixteen years of age, must have good health, mental ability, and moral character.

Candidates possessing the required character and ability are received without regard to their attainments in scholarship.

Students are received only on probation.

It is useless for young men to come here expecting to remain, unless they have been definitely accepted on application previously made. Blank forms of application will be furnished to any who wish for them.

Students wishing to take up work above Second Form A are required to pass examinations in Arithmetic, Grammar (and Composition), Geography, United States History and Civics, Elementary Science, Singing, Penmanship and Spelling. They must also pass an examination in elementary knowledge of the English Bible, its books and writers, greatest historical events and simplest truths. These examinations are held on the opening days of each term.

Sample examination papers are printed at the end of the catalogue and applicants are urged to prepare themselves as thoroughly as possible for the entrance examinations. Students failing to pass these exam-

inations may take up the work in class. (See Courses of Instruction, page 40.) Certificates from other schools are not accepted in place of examinations. Candidates for admission to higher classes must be examined, in addition, on the portions of their course assigned to lower classes in the schedule on pages 44 to 47. Arrangements for these examinations may be made with the heads of the various departments.

PROMOTION.

Examinations are held at the end of each term. The results of these examinations, together with the student's average daily rank, determine his standing and promotion.

Grading in scholarship is indicated by six letters: E, excellent; G, good; M, medium; L, low; C, conditioned; F, failed. A grade of L or higher in every study is required for promotion. Those who receive for the full term's work the grade of E may be excused from the final term examination. Grading in conduct and work is indicated by four letters: A, satisfactory; B, unsatisfactory; C, retained on probation; D, dismissed. Reports will be sent to parents when requested or when the rank of the student is unsatisfactory.

DIPLOMAS.

A student who completes an approved course will

ADMISSION TO COLLEGE.

The Principal's certificate admits without examination to all colleges and universities accepting any secondary school certificates.

EXPENSES.

The charge for board and tuition is fifty dollars per term, payable at the opening of each term.

An additional charge of five dollars per term is also made to cover the expense of ordinary laundry (not including starched linen), trained nurse fee, and athletic fee.

These charges are so low that deductions cannot be made for absence, nor money refunded to students who leave before the end of a term.

For private music lessons, vocal or instrumental, once a week, including use of piano or organ for one hour's practice each day, the charge is fifteen dollars a term.

Payments should be made by express order, drafts on New York or Boston, or personal checks on banks in New England or New York City, made payable to The Mount Hermon Boys' School.

The following is a statement of the necessary expenses per term:—

Board and Tuition,	$50.00
Laundry (starched goods excepted),	3.00
Nurse fee,	1.50
Athletic fee,	.50
Total,	$55.00

Besides this amount the student will also need about five dollars for books, stationery, etc., over

and above his expenses for traveling and for clothes. Students often have opportunities for extra work by which many earn enough to pay for books and clothing, and other necessities. Those who desire to help themselves by work in the vacations can generally find employment on the premises at fair wages. If necessary or desirable, arrangements can be made for students to remain at the school during the entire year. The price for board in vacations is three dollars a week, which is to be paid in work during the same vacation if work can be secured.

SCHOLARSHIPS.

James McGranahan Scholarship, established by James McGranahan, December 16, 1885.

Reginald Talcott Scholarship, established by James Talcott, May 1, 1886.

Henry M. Moore Scholarship, established by Henry M. Moore, August 27, 1886.

Stokes Scholarship, established by Miss Olivia E. P. Stokes and Miss Caroline Stokes, June 17, 1891.

Miller Scholarships (two), established by Miss Helen M. Gould, August 16, 1895.

J. N. Harris Scholarship, established by the will of J. N. Harris, February, 1898.

Thomas E. Peck Scholarship, established by Thomas M. Peck, August 3, 1900.

RECORD OF CHRISTIAN WORK

one term's tuition, for one hundred and twenty-five (125) full paid subscriptions, new or renewals.

For full particulars address the Principal, Mount Hermon Boys' School, or Record of Christian Work, East Northfield, Mass.

FORM OF SCHOLARSHIP.

To the Trustees of Mount Hermon Boys' School:

I hereby give the sum of____dollars, to be held by you in trust, the proceeds to be applied to the education of one or more worthy students, according to the rules of the School.

FORM OF BEQUEST.

I give and bequeath to the Trustees of Mount Hermon Boys' School, located in the town of Gill, State of Massachusetts, the sum of____dollars, to be safely invested by them and called the____ Fund, and the interest thereof to be applied to the uses of the school (or specify).

PRIZES.

The Cambridge prize (the income of funds contributed by students of the University of Cambridge, England) is awarded annually to some member of the graduating class for general excellence, preference being given to those who have longest been members of the school.

The Allen prizes of twenty and ten dollars, respectively (established by Mrs. Samuel E. Skinner of Holyoke), and the Mrs. Frank Wood prize of ten dollars, are awarded annually for excellence in declamation.

The Alumni Prizes, amounting to thirty-one dollars (given by the Alumni Association), are awarded annually for excellence in debate.

Latin Prize. A prize copy of Harper's Latin Dictionary will be awarded in April to that member of the graduating class who shall be a college candidate, and who shall have made the most satisfactory record in his Latin work.

Other prizes are also offered for excellence in work in the different departments.

OUTFIT.

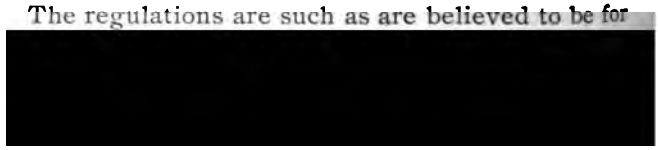
In addition to ordinary clothing, each student needs working-clothes, towels, bed linen, table napkins, and also a clothes-bag. Pillow cases should be twenty inches by thirty-four, and sheets six feet six inches by four feet six inches. A rubber overcoat and rubber boots are very desirable. All clothing must be plainly and permanently marked with the owner's name.

Students are advised to bring such text books and reference books as they may have, especially English Dictionary, Concordance, Bible Dictionary, Modern and Ancient Atlas.

Text books and stationery and other common and necessary articles may be purchased at the store near the school.

REGULATIONS.

The regulations are such as are believed to be for



ARRANGEMENT OF TERMS.

The continuous session is a distinctive feature of the school. The full year of fifty-two weeks is divided into three terms of sixteen weeks each, with short vacations intervening. There are beginning classes each term in nearly all subjects, so that a student may enter with equal advantage at the opening of any term. A student is not expected to remain more than three terms in succession without the consent of a physician.

The term beginning the first of May and continuing till about August twentieth offers special advantages. It is not a so-called summer school but one of the regular school terms offering all the regular studies of any other term. There is also additional opportunity for special work in Bible under well-known Bible teachers. Students who are planning to enter college and have some work yet to make up for admission will find in this term exceptional advantages.

For the terms beginning in September and in January there are always many more applicants than can be received. The prospect for admission is therefore much better if application be made for the term opening in May. New applicants are for this reason requested to apply for admission in May whenever it can be arranged to do so.

Few health resorts offer greater attractions than Mount Hermon in summer. The famous Northfield Conferences, now widely known, are held five miles away. Some of the speakers at these gatherings also give addresses frequently at Mount Hermon.

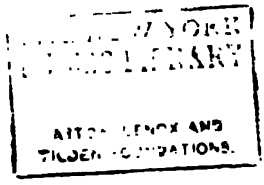
III. General Advantages.

RELIGIOUS PRIVILEGES.

THE school is distinctively Christian in character. The Mount Hermon Church, formed, in accordance with Mr. Moody's wishes, just before his death, promotes the spiritual life of the school and affords a channel for its religious activities. It is evangelical and Scriptural in its articles of faith and unsectarian in its spirit. Students who are already church members are invited to bring their church letters and share in the church life while here, and others who wish to unite on confession of faith are earnestly invited to do so. The more mature students serve with the teachers and other resident members on its committees and as its officers in the work of the church. Ministers and evangelists of different evangelical denominations have charge of the service of worship.

The Sunday school meets weekly at the close of the morning service. The International Lessons are studied.

The Chapel.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The church prayer meeting is held on Wednesday evenings, and is open to all the school.

From its organization the church has taken a deep interest in the work of missions. One Sabbath service and one prayer meeting each month have missionary themes. Systematic giving by the envelope plan, after providing for the necessary home expenditures of the church, furnishes nearly a thousand dollars a year to be devoted to different missionary objects. Mount Hermon has a score of representatives in different foreign lands and their work is kept before the church to deepen interest and incite to prayer.

The Young Men's Christian Association stands also as an aggressive religious agency. Its membership averages at least three-fourths of all the students. The Sunday night service is in its charge, as well as weekly meetings in Crossley and Overtoun Halls. It is the centre also of much of the social life. Receptions for new students are given at the beginning of each term. It cares for the social rooms in Crossley and Overtoun, and supplies periodicals. In addition to the work offered by the Church Sunday school the Association provides a number of Bible classes held on the Sabbath, pursuing courses specially adapted to develop beginners, establish faith in fundamental Bible doctrines and train personal Christian workers.

Its White Cross Committee, by occasional addresses and by the circulation of literature, aims to deepen an intelligent interest in personal and social purity.

Under the direction of its Committee on District Work, gospel services and Sunday schools are held

in the surrounding region and coöperation is also rendered in the work of neighboring churches. Opportunity, subject to the supervision of the Faculty, is thus given to many to engage in active Christian work.

LITERARY PRIVILEGES.

Literary societies are maintained by the students. These societies meet regularly each week and afford excellent opportunities for training in public speaking and debating.

The Good Government Club, the oldest literary society, was organized in December, 1894, its purpose "To create a desire among young men to participate in politics and to further the election of men of Christian principles." The membership is limited to thirty.

The Philomathean Literary Society was organized in 1897 with membership limited to twenty-five. Interscholastic debates have been inaugurated by this society.

The Pierian Literary Society with membership limited to thirty was organized in December of 1899.

Inter-society debates are held annually in competition for the "Alumni Cup Prize" established by the Alumni Association. There is also an annual Alumni Prize Debate open to the entire school.

During each term a course of four or five lectures or concerts is offered to the students at the cost of

THE LIBRARIES.

The main library is in Recitation Hall, and is open morning, afternoon and evening of school days and during the afternoon on Mondays.

Books of fiction, biography and travel may be borrowed at any time for a period of two weeks with privilege of renewal, and temporary loans of works of reference are also granted. The main use of the library, however, is as a reference and reading room, and all possible encouragement is given to collateral work in connection with the various courses of study.

There is also a scientific reference library in Silliman Laboratory. The total number of volumes in both collections is over seven thousand.

Over fifty periodicals, including magazines, daily and weekly papers, are furnished for current reading.

Aside from the running expenses both libraries are supported entirely by donations. The libraries should be much larger to meet the needs of the school.

CARE OF THE HEALTH.

Dr. A. W. Atwood, the resident physician at the school, has charge of the physical examination of all students entering the school. He also has an office hour every day in the large dormitories where students may meet him without expense for personal consultation.

The school has as yet no gymnasium building, but there are large classes of students meeting regu-

larly every week for gymnasium work in a room set apart for that purpose in Recitation Hall.

The daily work required of each student is also no small factor in maintaining the health and securing the physical development of the student.

ATHLETICS.

One of the largest and best athletic fields belonging to any school in New England has been carefully laid out and provided with an oval track of three and one-half laps to the mile. The Field Day of the Athletic Association is held semi-annually, and some good records have been made. Tennis courts are provided at different places on the campus, and the tournaments of the fall and summer terms develop some strong players Baseball and football are enthusiastically followed in their season and while interscholastic games are not allowed there is much interest in the interdormitory contests for prize cups. The right to wear an "H", which means excellence in football, baseball, tennis or track sports, is most earnestly sought by the students.

In the summer the River Committee provides suitable equipment for swimming which is under careful supervision, and in the winter there are skating and coasting. The Association owns several large, well-built double-runners and a few toboggans. The payment by each student of a nominal fee of fifty cents, which is included in his term bill, yields a sum sufficiently large to provide and repair a good

INDUSTRIAL DEPARTMENT.

Every student is required to work thirteen and one-half hours each week at manual labor. Those who have learned a trade before entering the school are usually given work in that line, since there are shops in which the school work in carpentering, plumbing, blacksmithing, painting, etc., is carried on.

But the aim of the industrial arrangements is not so much to secure pecuniary benefit as to provide for physical culture, teach how to do various kinds of work, form habits of industry, and to inculcate right views of manual labor.

IV. Courses of Instruction.

Fall and winter terms: Morning recitations begin each day, Monday excepted, at 7:35 and close at 11:45. The afternoon recitations begin at 2 o'clock and close at 4:30. Recitation periods occupy fifty minutes. Daily chapel exercises are held on school days, and there is an evening study hour beginning at 7 o'clock.

During the spring term (May to August) the schedule is so arranged that all recitations come in the morning.

COURSES OF STUDY.

The first three terms of all courses cover the work which has formerly constituted the so-called Preparatory Department, and students not sufficiently advanced to pass examinations upon this work should take these subjects in class.

Beginning with Second Form B some freedom is allowed the student in his choice of subjects. Each student is expected to submit to the Committee on Courses an outline of his full course for approval. This course should be submitted not later than the beginning of third form. Students wishing graduation from the school must include in their course the "Requirements for Graduation" given on page 43.

For the convenience of students wishing a classical preparation for college, or preparation for tech-

The model *Classical Course* is intended as a guide to students wishing preparation for admission to academic courses in any college.

The model *Scientific Course* is intended as a guide to students wishing preparation for those technical schools which require for admission, instead of the usual amount of Latin and Greek, extended instruction in modern languages, science and mathematics. It also offers a good practical education to those who plan to go to no higher institution. The Silliman Laboratory affords ample facilities for such a course.

These courses may be modified, with the approval of the Committee on Courses, to meet the needs of the individual student.

Mechanics Laboratory.

SUBJECTS OFFERED.

(The numeral following a subject () indicates the number of hours per week.)

Bible (2) Six Forms, also Elective Courses (4) or (5).

English (2) Two terms (III Form).
English (3) Six terms (IV-VI Forms inclusive).
Singing (2) Four terms (II and III Forms).
Elocution (2) Two terms (IV Form).
Elocution (5) One term.
Art Study (1) Four Courses of two terms each.
Penmanship (1) and Spelling (1).

LANGUAGE (5)

- Reading, 1 term.
- English Grammar, A, B, C.
- Latin
  - Beginning Latin, A, B, C.
  - Cæsar, A, B.
  - Cicero, A, B.
  - Vergil, A, B.
- Greek
  - Beginning Greek, A, B, C.
  - Xenophon, A, B.
  - Homer, A, B.
- Modern
  - French, A, B, C.
  - German, A, B, C, D, E, F, G.
  - Spanish, A, B, C.

MATHEMATICS (5)

- Arithmetic, A, B.
- Bookkeeping, 1 term.
- Algebra, A, B, C, D.
- Geometry, Plane, A, B.
- " Solid, 1 term.
- " Analytical, 1 term.
- Mathematics Review, 1 term.
- Trigonometry, 1 term.
- Surveying, 1 term.
- Astronomy, 1 term.

SCIENCE (5)

- Geography, 1 term.
- Elementary Lessons, 1 term.
- Physiology, 1 term.
- Zoölogy, A, B.
- Botany, A, B.
- Physiography, 1 term.
- Physics, A, B, C, D.
- Chemistry, A, B.

AGRICULTURE

- Agriculture, A(5), B(5), C(5).
- Horticulture, (5), A, B.
- Landscape Gardening and Forestry, (5), 1 term.
- Animal Industry, (5), A, B, C.
- Dairying, (5), 1 term.

HISTORY (5)

- U. S. History & Civics, A, B.
- Greek History, 1 term.
- Roman History, 1 term.
- Mediæval History, 1 term.
- Modern History, 1 term.
- English History, 1 term.

REQUIREMENTS FOR GRADUATION.

(The numeral following a subject () indicates the number of hours per week.)

All the work of First Form A and B, and Second Form A. (See next page.)

Bible (2) One term taken in class for each term spent at the school. Minimum requirement—First, Second and Third Form courses and any two other terms.

English (2) (3) Eight terms above Second Form.

Singing (2) Four terms.

Elocution (2) Two terms.

Drawing (1) Two terms.

Algebra (5) Three terms.

Geometry (5) Two terms.

History (5) Two terms (other than United States History).

Latin (5) Four terms, or a Modern Language (5) Four terms.

Greek (5) Four terms, or Physics (5) Three terms.

A sufficient number of other term dailies to make three dailies for each term, that is, 27 term dailies above Second Form A.

Electrical Laboratory

ELECTIVE COURSE OF STUDY.

(MODEL CLASSICAL COURSE.)

The numeral following a subject ( ) indicates the number of hours per week.

FIRST FORM.

A	B
Bible I A (2)	Bible I B (2)
Penmanship (1)	Penmanship (1)
Spelling (1)	Spelling (1)
Grammar A (5)	Grammar B (5)
Arithmetic A (5)	Arithmetic B (5)
Geography (5)	United States History A (5)

A — ALL REQUIRED

B — ALL REQUIRED

SECOND FORM.

A	B
Bible II A (2)	Bible II B (2)
Singing II A (2)	Singing II B (2)
Grammar C (5)	Algebra A (5)
Elementary Lessons in Science (5)	
U. S. History B and Civics (5)	

A — REQUIRED

B — REQUIRED

ELECTIVE (10 hrs. req.)

Language (5) Anc. *Latin A* Mod. *Greek*
Science (5)
History (5)
Literature (5)

THIRD FORM.

A	B
Bible III A (2)	Bible III B (2)
English III A (2)	English III B (2)
Singing III A (2)	Singing III B (2)
Algebra B (5)	Algebra C (5)

A — REQUIRED

B — REQUIRED

ELECTIVE (10 hrs req.)

Language (5) Anc. *Latin B* Mod. *Latin C* / *Greek A*
Mathematics (5)
Science (5)
History (5) *Roman*
Literature (5)

REQUIRED { Bible (2) *IV A*; English IV A (3); Elocution IV A (2); Geometry A (5)

ELECTIVE (10 hrs. req.) { Language (5) Anc. { *Cæsar A* / *Greek B* } Mod. { ; Mathematics (5); Science (5); History (5); Literature (5)

REQUIRED { Bible (2) *IV B*; English IV B (3); Elocution IV B (2); Geometry B (5)

ELECTIVE (10 hrs. req.) { Language (5) Anc. { *Cæsar B* / *Greek C* } Mod. { ; Mathematics (5); Science (5); History (5); Literature (5)

FIFTH FORM.

A

REQUIRED { Bible (2) *V A*; English V A (3); Drawing (1)

ELECTIVE (hrs. req.) { Language (5) Anc. { *Cicero A* / *Xenophon A* } Mod. { ; Mathematics (5); Science (5) *Physics A* (or *French* or *German*)

B

REQUIRED { Bible (2) *V B*; English V B (3); Drawing (1)

ELECTIVE (hrs. req.) { Language (5) Anc. { *Cicero B* / *Xenophon B* } Mod { ; Mathematics (5); Science (5) *Physics B* (or *French* or *German*)

ELECTIVE COURSE OF STUDY.

(MODEL SCIENTIFIC COURSE.)

The numeral following a subject ( ) indicates the number of hours per week.

FIRST FORM.

A

ALL REQUIRED
- Bible I A (2)
- Penmanship (1)
- Spelling (1)
- Grammar A (5)
- Arithmetic A (5)
- Geography (5)

B

ALL REQUIRED
- Bible I B (2)
- Penmanship (1)
- Spelling (1)
- Grammar B (5)
- Arithmetic B (5)
- United States History A (5)

SECOND FORM.

A

REQUIRED
- Bible II A (2)
- Singing II A (2)
- Grammar C (5)
- Elementary Lessons in Science (5)
- U. S. History B and Civics (5)

B

REQUIRED
- Bible II B (2)
- Singing II B (2)
- Algebra A (5)

ELECTIVE (10 hrs. req.)
- Language (5) Anc. *Latin A* Mod.
- Science (5) *Physiology*
- History (5)
- Literature (5)

THIRD FORM.

A

REQUIRED
- Bible III A (2)
- English III A (2)
- Singing III A (2)
- Algebra B (5)

ELECTIVE (10 hrs. req.)
- nguage (5) Anc. *Latin B* Mod.
- ence (5) *Zoology A* or *Botany A*
- story (5)
- terature (5)

B

REQUIRED
- Bible III B (2)
- English III B (2)
- Singing III B (2)
- Algebra C (5)

ELECTIVE (10 hrs. req.)
- Language (5) Anc. *Latin C* Mod.
- Mathematics (5)
- Science (5) *Zoology B* or *Botany B*
- History (5)
- Literature (5)

REQUIRED { Bible (2) *IV A*; English IV A (3); Elocution IV A (2); Geometry A (5) }

ELECTIVE (10 hrs. req.) {
Language (5) Anc. { *Cæsar A* } Mod. { }
Mathematics (5)
Science (5)
History (5) *Greek* or *Mediæval*
Literature (5)
}

REQUIRED { Bible (2) *IV B*; English IV B (3); Elocution IV B (2); Geometry B (5) }

ELECTIVE (10 hrs. req.) {
Language (5) Anc. { } Mod. { *French A* or *German A* }
Mathematics (5)
Science (5) *Physics A*
History (5)
Literature (5)
}

FIFTH FORM.

A

REQUIRED { Bible (2) *V A*; English V A (3); Drawing (1) }

ELECTIVE (15 hrs. req.) {
Language (5) Anc. { } Mod. { *French B* or *German B* }
Mathematics (5)
Science (5) *Physics B*
History (5) *Roman*, *Modern* or *English*
Literature (5)
}

B

REQUIRED { Bible (2) *V B*; English V B (3); Drawing (1) }

ELECTIVE (15 hrs. req.) {
Language (5) Anc. { } Mod. { *French C* or *German C* }
Mathematics (5) *Algebra D*
Science (5) *Physics C*
History (5)
Literature (5)
}

SIXTH FORM.

A

REQUIRED { Bible (2) *VI A*; English VI A (3) }

ELECTIVE (15 hrs. req.) {
Language (5) Anc. { } Mod. { *French D* or *German D* }
Mathematics (5) *Trigonometry*
Science (5) *Chemistry A*
History (5)
Literature (5)
}

B

REQUIRED { Bible (2) *VI B*; English VI B (3) }

ELECTIVE (15 hrs. req.) {
Language (5) Anc. { } Mod. { *French E* or *German E* }
Mathematics (5) *Solid Geometry*
Science (5) *Chemistry B*
History (5)
Literature (5)
}

Courses by Departments.

THE ENGLISH BIBLE.

James McConaughy, Paul D. Moody.

The study of the English Bible holds a central place in the curriculum. Regular courses have been arranged which lead progressively from elementary to more advanced Bible knowledge. The classes meet twice a week. Each student takes one course each term. For those who desire more Bible study than these regular courses afford Elective Courses are given with four or five class periods weekly.

The Bible itself is the text book. Other books are used as helps but not as substitutes for it. Study outlines are furnished to the student, analyzing the books and topics studied, with questions to guide thought and investigation and with references to library helps. The results of private and class study are put by the student into orderly and permanent form in note books. Collections of photographs, both of places in Palestine and of paintings representing Bible scenes, are used to illustrate the teaching, and stereopticon lectures occasionally introduce or review the courses. The teachers aim to make the student love the Book and to guide him in thinking out its

THE NEW YORK
PUBLIC LIBRARY

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truths for himself and applying them in his own life and in Christian work.

The Daily class in the Summer Term, which is open to all students who are prepared to take it, is taught by leading Bible teachers who come to the school for that purpose.

Course I. **First Form.** Twice a week.

A Beginners' Course. The beginner is taught to thoughtfully read the most important historical portions of the Bible, together with selections from the poetical books, the prophets and the epistles where the history has prepared him to appreciate them. A printed outline gives a portion for each day's reading with simple, practical questions aimed to help the student in thinking out the meaning of the passage and in applying its truths to his own life. The Commandments and other selected verses and portions are memorized as the studies proceed. The most important facts of Bible Geography are studied. The class room work aims especially to fix in mind the main lines of Scripture and to apply the lessons afforded by the character studies.

Course II. **Second Form.** Twice a week.

A. *Introductory Studies.* During the first term the student is taught to look at the Bible as a whole and to study some of its own statements about itself, its divisions and writers, its variety and unity, and its value as God's revelation to man. A few studies are given to its different literary forms and to the manners and customs it depicts. The principal facts showing how the Canon was formed and how the Bible has come down to us are also studied. Drill is given in the use of references and Bible helps and in the interpretation of Bible passages. From this point on through the course, the results of the student's work are preserved in note-books, and he is taught how they should be kept.

B. *The Life of Christ.* With the second term a careful study of the four Gospels is begun. Preliminary studies trace the condition of Palestine and of the world at the Saviour's birth. Then from a harmony the events in His life are traced as far as the Feeding of the Multitude. The aim is not merely to fix in mind the great periods, with their wealth of incident and teaching, but to show the inward progress of the ministry, and the growing revelation of God's will toward man in Jesus' deeds and words.

Course III. **Third Form.** Twice a week.

A. *The Life of Christ,* completed. During the first term the study of Jesus' life is completed. The great scenes from the Transfiguration, through the Peræan ministry, the visits to Jerusalem, the Passion Week, and the appearances of the Risen Lord are traced to the Ascension. The applications of each incident or discourse to Christian life and work to-day are dwelt upon.

B. *The Teachings of Christ.* During the second term the teachings of Jesus are studied topically. Such themes as God the Father, the nature and work of Christ, the Holy Spirit, man's nature and needs, salvation, the Christian in the world, the future of believers and of the impenitent are carefully studied from Jesus' own words.

Course IV. **Fourth Form.** Twice a week.

Old Testament History. (From Creation to the time of David.) The aim of the course is to follow God's methods with man as shown in the development of the Jewish nation. As much time as possible is given to studies of special character. The student is allowed to present either note books or essays on special topics. Collateral reading is encouraged.

A. The narrative sections of the Pentateuch.

B. (1) The institutions of the Jewish people (sacrifice, the tabernacle, etc.). (2) The history of the Judges and of the early monarchy.

Course V. **Fifth Form.** Twice a week.

Old Testament History (continued) and *Old Testament Prophecy.* This course is a continuation of course IV, but in connection with it the study of the prophetical books is undertaken. It deals with the literary as well as with the historical aspects, the main emphasis being placed on the message of God, with the history considered as a background.

A. From Solomon to the death of Hezekiah.

B. From the ascension of Manasseh to the year 433 B. C.

The Bible in this, as in Course IV, is the only text book, but in Course V more collateral reading is required.

Course VI. **Sixth Form.** Twice a week.

The Life and Epistles of Paul. A brief study of the church as represented in the opening chapters of Acts, followed by a study of the life of Paul from Acts, supplemented by biographical sections from his Epistles. On this basis all of the Pauline Epistles are read and two or three, as time allows, are studied more in detail.

Elective Courses.

A. In the Summer Term, successive courses, each lasting about two weeks, are given daily by Bible teachers who visit the school for that purpose. Among these teachers in recent terms have been Rev. G. Campbell Morgan, D. D., Rev. Arthur T. Pierson, D. D.; Rev Cleland B. McAfee, D. D., Pastor Lafayette Avenue Presbyterian church, Brooklyn; Rev. George B. Stewart, D. D., President Auburn Theological Seminary; Rev. J. R. Miller, D. D. of Philadelphia; Mr. A. P. Fitt of the Moody Bible Institute, Chicago; Rev. Howard W. Pope and Mr. Henry B. Wright of New Haven.

B. In the Fall and Winter Terms, Elective Courses are offered by the regular Bible teachers of the school, with four class periods each week. The aim is to cover portions of the Bible and to follow methods of studying it not undertaken in

the regular courses, but the regular work for the Sixth Form may be taken here, the more frequent recitations making it possible to complete a term's work in half a term. A Normal Course, training the student to give Bible addresses, teach Bible classes, conduct religious meetings and engage in other lines of religious work, is given at least once each year.

The Elective Courses are open to all students who are prepared to benefit by them. They may be offered toward graduation as daily studies, or may be substituted for any regular Bible Courses above the Third Form, a term in the Elective Courses being equivalent to two terms in the regular twice a week courses.

ENGLISH.

Wellington E. Aiken, Mary A. Dewey, Ethel S. Radford, Henry W. Hastings.

Course I. **Grammar.** Daily. Three terms.

A. The elements of English grammar are here taken up, especial attention being given to sentence analysis.

Text book: Buehler's Modern English Grammar.

B. The work of grammar A is continued with a more careful study of the parts of speech, their forms, and use.

Text book: Buehler's Modern English Grammar, Irving's Sketch Book.

C. This is an advanced course in English grammar. It presupposes a thorough knowledge of Grammar A and B. The more intricate questions of syntax receive detailed treatment.

Text books: Buehler's Modern English Grammar, Buehler's Practical Exercises in English, Dickens' Christmas Carol.

Composition required throughout the work in grammar.

[redacted]

eration of description, its principles, forms and methods; (3) frequent descriptive themes.

Text books: Hill's Beginnings of Rhetoric, Scott's Lady of the Lake, Irving's Alhambra.

B. In this course are included (1) the history of the formation of the English language; (2) derivations of English words, figures of speech, kinds of sentences and their use; (3) narration, its essentials and forms; (4) theme work based on narration.

Text books: Hill's Beginnings of Rhetoric, Scott's Ivanhoe, Dickens' A Tale of Two Cities.

Course III. **Fourth Form English.**

A. Twice a week. In this course the principles of rhetoric taken up in Third Form English are applied: (1) By the study of clearness, ease, and force in their relation to words, sentences, and paragraphs; (2) by the study of the prose style of standard authors. The principles of exposition are taught and applied in theme work.

Text books: Hill's Beginnings of Rhetoric, George Eliot's Silas Marner, Irving's Life of Goldsmith.

B. Three times a week. In this course rhetoric is reviewed and the drama is studied. Essay work is required in connection with the plays read.

Text books: Shakespere's Merchant of Venice, Julius Cæsar.

Course IV. **Fifth Form English.** Three times a week.

A. A course in Argumentation. This course comprises (1) a study of logical argument and common fallacies; (2) practice in debate, the class organized as a parliamentary body; (3) brief-making and written arguments.

Text books: Alden's The Art of Debate, The Hayne-Webster Debate.

B. A course in poetry. (1) the principles of English verse are studied; (2) poetic diction and figures of speech in poetry are discussed.

Text books: Tennyson's Idylls of the King, Chaucer's Prologue.

Course V. **Sixth Form English.** Three times a week.

This is a Senior course covering work required for entrance to New England Colleges. The work consists of discussion, criticism, essays, and examinations, based on the authors read.

A. Shakespere's Macbeth.
Burke's Speech on Conciliation with America.
Lowell's Democracy and Other Papers.
Goldsmith's The Vicar of Wakefield.
Coleridge's The Ancient Mariner.
Lowell's The Vision of Sir Launfal.

B. Macaulay's Essays on Milton and Addison.
Milton's Minor Poems.
Addison's The Sir Roger de Coverley Papers.
Carlyle's Essay on Burns.

The work studied from III A to VI B includes the books prescribed for entrance to the New England Colleges. For 1904-1905 the books required are:—

For careful study:
Burke's Speech on Conciliation with America.
Macaulay's Essays on Milton and Addison.
Milton's Minor Poems.
Shakespere's Macbeth.

For general reading:
Addison's The Sir Roger de Coverley Papers.
Coleridge's The Ancient Mariner.
Eliot's Silas Marner.
Goldsmith's The Vicar of Wakefield.
Scott's Ivanhoe.
Shakespere's The Merchant of Venice.
Tennyson's The Princess.
Shakespere's Julius Cæsar.
Carlyle's Essay on Burns.
Lowell's The Vision of Sir Launfal.

Course VI. **English Literature.** Daily. Two terms.

The purpose of this course is twofold: to give the student an outline of the history of English literature; and to increase his appreciation of it by a study of the best authors.

A. The first term of this course deals with the formative period, and traces the progress of English thought by a study of leading writers to the Nineteenth Century.

B. The second term deals with the history and greater names of Nineteenth Century English literature.

Text book: Pancoast's Introduction to English Literature, supplemented by reference reading from the authors studied.

Course VII. **American Literature.** Daily. One term.

The history of American literature is outlined from the colonial period to the time of living authors. The reference reading from American authors is based upon Pancoast's Introduction to American Literature.

Course VIII. **Principles of Expression.** Twice a week. Two terms.

A. A series of steps outlining the general principles of delivery, with specific application in reading and recitation.

B. Vocal exercises. Some attention is given to individual defects and the right use of the voice.

Course IX. **Voice and Vocal Interpretation.** Daily. One term.

This course should follow Course VIII. It includes daily personal drill in voice, and special effort is made to overcome personal faults. The voice work is much more thorough than in Course VIII. Much time is given to the vocal interpretation of English classics, and the student is allowed to make his own selections with instructor's approval. Some attention is given to gesture and its place in delivery.

GREEK AND LATIN.

Frank L. Duley, Stephen Stark, Jessie E. Bigelow,
E. Othman Merchant.

Much attention is given to the study of English in connection with the ancient classics. In Greek and Latin Grammar such a drill is given that students acquire a thorough knowledge of the subject. Due attention is paid to prose composition, not only work illustrative of the more important principles and idioms of syntax, but also practice in continuous prose narrative, based upon the text of the authors read. Drill in re-composition and sight-reading forms an integral part of the course, and is regarded as one of the best means of leading students into the languages.

Work in mythology, antiquities, administrative systems, and in the *life* of Greece and Rome is presented in a way to convince students that there is nothing more living to-day than the results which spring from the study of the so-called "dead languages."

GREEK.

Course I. **Greek Grammar.** Daily. Three terms.

This course is designed to give the student a thorough knowledge of common forms of Attic prose and fundamental principles of Greek syntax. Practice is given in translation of easy passages of connected Greek as an aid in acquiring the

The Library.

Course II. **Xenophon's Anabasis, Prose Composition, Sight Reading.** Daily. Two terms.

Stress is laid alike upon grammar, accurate translation, correct use of English in translating and the historic setting of the narrative.

Text books: Goodwin & White's Xenophon's Anabasis, Books I-IV, Goodwin's Greek Grammar, Pearson's Greek Prose Composition.

Course III. **Xenophon's Anabasis, Homer's Iliad, Prose Composition continued, Sight Reading, Greek History.** Daily. Two terms.

This course aims to familiarize the student not only with Homeric forms but also with the life and throught of the Homeric times, and to arouse appreciation of the literary value of Homeric poems.

Text books: Pearson's Greek Prose Composition, Keep's Iliad.

LATIN.

This course is arranged to meet the maximum requirements for admission to college. With this end in view the work is arranged as follows:—

Course I. **Elementary Latin,** Daily. Three terms.

Thorough drill in forms, syntax and vocabulary. Frequent exercises in turning easy English into Latin. Daily exercises also in prepared and sight translation. The text used consists of connected and lively passages from ancient history and mythology. The connection between Latin and English is constantly emphasized.

Text books: Walker's Bellum Helveticum, Smiley & Storke's Beginner's Latin Book.

Course II. **Cæsar's Gallic War.** Daily. Two terms.

The four books are read in historical order. Short daily lessons in prose based directly on the text previously read. Daily recitations in grammar. During this course a general survey of the grammar is followed by detailed work in syntax. During the last few weeks of the course Nepos' Lives are read rapidly.

Text books: Allen & Greenough's Cæsar, Barss' Nepos, Pearson's Composition, Allen & Greenough's New Latin Grammar.

Course III. **Cicero and Ovid.** Daily. Two terms.

1. Cicero. Two-thirds of the course. The four orations against Catiline, the Manilian Law and Archias. Prose as during the course in Cæsar. Grammar as before with continued detailed work in syntax.

2. Ovid. Last third of the course. Course in rapid reading. Insistence as before upon exactness of translation, more than before upon fluency. Considerable sight reading to cultivate ability in the divining of an author's meaning. Illustrative readings from English authors. One entire period each week is taken for prose work and sight translation in Cicero.

Text books: D'Ooge's Select Orations of Cicero, Bain's Ovid.

Course IV. **Vergil.** Daily. Two terms.

Six books of the Æneid and the Eclogues. Lessons in prosody at the beginning of the course. Assigned readings also in mythology. Careless work is constantly guarded against by repeated work in grammatical construction, and by

MODERN LANGUAGES.

Lucy Tappan, Lillian W. Hayward, E. Othman Merchant.

Course I. **French. For beginners.** Daily. Three terms.

The design of this course is to secure familiarity with the elements of grammar, pronunciation, rapid reading of easy prose and the recognition of words and simple phrases when spoken.

Text books: Aldrich & Foster's Foundations of French, Aldrich & Foster's Reader, François' Composition, Bruno's Tour de la France or its equivalent.

Course II. **German. For beginners.** Daily. Three terms.

Designed to secure familiarity with the essentials of accidence and elementary word order and syntax, together with the attainment of ability to translate easy prose at sight and to recognize words and simple phrases when spoken.

Text books: Worman's First German Book, Bierwirth's Beginning German, Stein's Prose Composition, Müller & Wenckebach's Glück Auf, Seidel's Leberecht Hühnchen, or its equivalent.

Course III. **Advanced German.** Daily. Four terms. Continues upon Course II.

Designed to secure knowledge of more advanced grammar, to give students ability to translate ordinary German at sight, and a reasonable facility in the use of the language in oral and written expression.

Text books: Such as are needed in preparation for college examinations in advanced German.

Course IV. **Spanish. For beginners.** Daily. Three terms. Offered if desired by a sufficient number for class instruction.

MATHEMATICS.

Lyon L. Norton, Gardiner L. Wagar, Mabel W. Learoyd,
Iza B. S. Atwood.

The work in mathematics is planned to meet the requirements for admission to the best colleges and technical schools. At the same time it is made as practical and educational as possible, the ability to pass college entrance examinations not being the main object. The various subjects are taught with two distinct aims: first, to train the reasoning faculties; second, to gain a thorough knowledge of the subjects themselves as absolutely essential to the study of the higher mathematics and the natural sciences. To accomplish these ends the student is thrown upon his own resources in the solution of a large number of problems and original exercises in algebra and geometry, and much attention is given to rapid review drill in the class room. The use of good English is insisted upon in both oral and written work as absolutely necessary to obtain the best results. *Thoroughness* and *accuracy* are the key words.

Course I. **Arithmetic.** Daily. Two terms.

Here the aim is to master the essential principles and to make the work as practical as possible. Artificial and improbable examples are avoided.

A. Factors and multiples, fractions, common and decimal, and denominate numbers.

Course II. **Bookkeeping.** Daily. One term.

The work covers double entry bookkeeping so far as to include a thorough acquaintance with the business forms and books needed in an ordinary retail or commission business for a single proprietor, or for a partnership. The difference between single and double entry with the advantage of the latter is noted. Special attention is given to the trial balance and the balance sheet.

Text book: Williams & Rogers' New Complete Bookkeeping.

Course III. **Algebra.** Daily. Four terms.

The course in algebra extends through four terms. Three terms' work, five times a week, is the minimum requirement for graduation from any course. This work includes the subject of quadratic equations and all that naturally precedes it; also zero and infinity, indeterminate equations, ratio and proportion, variation, progressions, binomial formula for positive integral exponents, and logarithms. The fourth term covers the binomial formula for any exponent, permutations, combinations and probabilities, variables and limits, infinite series, undetermined coefficients, continued fractions, summation of series, and elementary work on determinants and theory of equations.

Factoring and the statement of problems are emphasized throughout the entire course.

Text books: Wells' Essentials of Algebra and Fisher & Schwatt's Complete Secondary Algebra.

Course IV. **Geometry.** Daily. Three terms.

Two terms, five times a week, are given to the study of plane geometry. Numerous applications of the principles of logarithms are made in the solving of numerical exercises. Original work is required from the start to the finish. The object is to develop independence and originality. For the

sake of accuracy and finish each student is required to write out carefully a considerable number of original demonstrations.

Solid geometry is treated in the same manner as plane geometry, one term being given to this subject.

Text books: Wells' Essentials, and Phillips & Fisher's Geometry.

Course V. **Analytical Geometry.** Daily. One term.

The subjects treated in analytical geometry are the straight line, the circle, and the elementary principles of conic sections. Considerable attention is given to the plotting of curves.

Text book: Bailey & Wood's Analytical Geometry.

Course VI. **Mathematics Review.** Daily. One term.

Sixth Form students preparing to enter the Classical course in college are required to take one term in the review of plane geometry and algebra. Naturally, this course is planned as a special preparation for freshmen mathematics in college. This term is in addition to two terms of plane geometry and three terms of algebra.

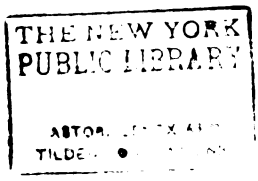
No one text book followed.

Course VII. **Plane Trigonometry.** Daily. One term.

Special emphasis is put upon the mastery of the trigonometric functions and of the fundamental trigonometric formulæ.

Facility in the use of logarithms is acquired in connection with the solution of right and oblique triangles.

Text book: Phillips & Strong's Elements of Trigonometry.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Silliman Laboratory Lecture Room.

will give some proficiency in measurement of distances and angles, chain surveying, leveling, land survey computations, plotting, field notes, and dividing land.

Text book: Davies' Surveying (Van Amringe).

Course IX. **Astronomy.** Daily. One term.

An elective course of one term is offered in elementary astronomy. The work is made more descriptive than mathematical. A knowledge of elementary algebra and geometry is a requisite for entrance to this course.

Text book: Todd's New Astronomy.

THE SCIENCES.

Charles E. Dickerson, Florence E. Flagg, Robert A. Budington, M. Frances Wheeler.

The educational value of scientific studies may well be considered equal to that of the classics, and great care has therefore been exercised in the preparation of the courses here offered. Laboratory work forms a large part of the courses.

Course I. **Geography.** Daily. One term.

The course in geography takes up the study of the physical features of the Grand Divisions, paying particular attention to the productions and manufacturing industries of each continent.

In connection with the study of the political divisions, reference is made in class work and by special topics to the history and progress of the nations. Globes and maps are used in illustration of the work, while map drawing is required.

Text book: Tarr & McMurry's Geography.

Course II. **Elementary Lessons in Science.** Daily. One term.

This course comprises a series of simple experiments and demonstrations leading up to some of those great truths of

the natural sciences which should be familiar to every student. Throughout the course the student will be called upon for careful observations and accurate statements. Upon beginning the more extended work in science, whether in preparation for college or not, the student who completes this course will find himself acquainted with many fundamental terms, ideas and principles and should be able to advance rapidly. The first part of the course will be spent in the study of the elementary principles and facts in physics and chemistry, and the latter part will take up the elementary facts of animal and plant structure, the meaning and means of carrying on the fundamental processes involved in maintenance of living matter.

For the advantage of those who may care to anticipate this work and pass it off at the entrance examinations the following references are given.

For the Physics and Chemistry as much work as is included in such books as Balfour Stewart's Science Primer—Physics, Art. 1-57; Roscoe's Science Primer—Chemistry, Art. 1-50 and Art. 66, 67, 68.

For the Biology one or more of the following: T. Jeffery Parker's Lessons in Elementary Biology (Macmillan), Chaps. I., II., VI., XIII., XVII.

J. A. Thomson's Outlines of Zoölogy (D. Appleton & Co.), Chaps. II., III.

Sedgwick and Wilson's General Biology (Henry Holt & Co.) Chaps. III., IV.

J. A. Thomson's The Study of Animal Life (Scribner's). Chaps. VIII., IX., XI.

H. W. Conn's The Story of the Living Machine (D. Appleton & Co.)

Course III. **Physiology.** Daily. One term.

Instruction in this study is given with special reference

crude material from which the living tissues of the body are made, the chemical and mechanical changes which they undergo in being differentiated into the several physiological systems are carefully followed. A thorough appreciation of personal mechanics is believed to be one of the most potent factors in assuring personal morals.

The endeavor is made to demonstrate before the class with apparatus and models, fresh or living material, the main teachings of each day's lesson. Full and neatly kept notes of these experiments are required of each student. The instructor reserves the right of collecting a small fee for materials used.

Text book: Lessons in Elementary Physiology (Huxley-Lee edition).

Course IV. **Zoölogy.** Daily. Two terms.

The pursuance of this study involves attendance at lectures, oral and written recitations, and laboratory exercises. The facilities for the course include a large recitation room, a special zoölogical laboratory, a museum collection of type forms, laboratory apparatus for each individual, charts, etc. Carefully prepared note books are required of each student, and an appropriate laboratory fee asked.

A. This is devoted to a study of invertebrates. beginning with the simplest types of protozoa, and following the gradually increasing complexity of animal anatomy and physiology, in the different groups, up to the lowest forms of vertebrated animals.

Text book: Jordan & Heath's Animal Forms.

B. Commencing with the lowest forms showing vertebrate affinities, this course involves a study of the comparative anatomy and physiology of the main types of vertebrates. In addition to this, the leading facts of fertilization, cell division, and embryology, as illustrated in the chick and frog are studied. General biological problems and theories are discussed.

Text book: Jordan & Heath's Animal Forms, Collateral reading in Parker & Haswell's Text Book of Zoölogy, Wilson's Cell, and Marshall's Vertebrate Embryology.

Course V. **Botany.** Daily. Two terms.

The work of this course is divided into two parts of one term each. Either term may be taken separately and will count towards graduation. Both terms should be taken, however, and in the order given, for a complete understanding of the subject.

A. Cryptogamic botany. During this term typical plants under Thallophytes, Bryophytes and Pteridophytes are studied. Gymnosperms are included in this course. Four hours each week are devoted to laboratory work.

B. Phænogamic botany, covering morphology, physiology and ecology of spermatophytes. Laboratory work continues as in the first term.

The laboratory is well equipped with compound microscopes, prepared slides, charts, etc. A small laboratory tax is assessed for the use of material and microscopes.

Text books: Gray's Manual, Coulter's Plants.

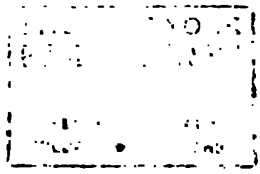
Course VI. **Physiography.** Daily. One term.

This course is based upon the work outlined in Gilbert & Brigham's Physiography—the Twentieth Century Text Book. Collateral reading is done by the student and reported in class. Historical geology is taken up in connection with this course. The location of the school affords excellent opportunities for field work. The museum is well supplied with minerals.

Course VII. **Physics with Laboratory Work.** Daily. Three terms.

The work of this course is divided into Parts A, B, and C, each covering one term's work.

Part A includes Mechanics, part B Sound, Heat and Light, part C Electricity. The course comprises lectures, recitations, nd an average of four hours of work per week in the labora-



press cogently." The relation of physics to familiar phenomena is strongly emphasized, the object being to enrich the life of the student by enabling him to understand better the objects and phenomena which contribute so much to his daily life. This is also true of the course in chemistry. It is recommended that students desiring this course shall have completed two terms of algebra and one term at least of plane geometry. Each student is required to keep a note book containing an accurate record of his work. A laboratory fee sufficient to cover breakages is charged.

Text books: Avery's, and Hall & Bergen's.

Course VIII. **Advanced Physics.** Twice a week. Two terms.

A laboratory course in physical measurements with recitations and problems based upon the experiments is offered to those students who have taken the work in elementary physics, either here or elsewhere, as a preparation for such work, and who desire to pursue a course in physics, immediately following such preparation. The course will correspond to what is known as the advanced admission requirement in physics at Harvard College. A knowledge of plane geometry and algebra, and a familiarity with the notation used in trigonometry are necessary. A student completing the course will be credited with one term's study toward graduation. Those who intend to pursue courses in physics, chemistry, or engineering in higher institutions are advised to elect this course.

Text books: Laboratory Manual: Sabine's. Reference: Deschanel and Ames.

Course IX. **General Chemistry and Qualitative Analysis.** Daily. Two terms.

The work in chemistry during the first term is devoted to general study of inorganic chemistry. Experiments in the laboratory, largely quantitative, are supplemented by lectures and recitations. Much attention is paid to the solution of

elementary chemical problems and, later in the term, to chemical theory. This course prepares the student for qualitative analysis, which is taken up in the laboratory during the second term. The laboratory work is supplemented by continued drill in problems and by the systematic study of chemical reactions. Students looking toward the study of medicine will find this course of great practical value.

Each student is required to keep a record of the results of his work in a note book.

Textbooks: Remsen's College Chemistry, Prescott & Johnson's Qualitative Analysis.

AGRICULTURE.

Harry Hayward, Warren B. Madison, Francis E. Foster.

Instruction in Agriculture is now considered to have as great an educational value as any of the other sciences, or the classics. Great care has been exercised in the preparation of the following courses that they may serve the purpose of developing the powers of observation and judgment and teach the general principles underlying the best system of farm management and practice.

The courses are so arranged that a student may devote his time to agricultural subjects, or may carry one or two courses with his other work.

Course I. **Agriculture.** Three terms.

A. Elements of Agriculture. Daily.

This course includes an elementary study of the soil; its texture; the importance of moisture and tillage; commercial fertilizers and farm manures, their care and management; the plant, its management and uses; the uses of farm animals

the history of their development; method of improvement, growing and uses.

Open to students who have had Course A, or equivalent.

C. Agricultural Physics. Three times a week.

A study of farm machinery, its use, care and management; farm buildings, their construction, arrangement, ventilation, and equipment; water supply and drainage; roads and road-making.

Course II. **Horticulture.** Daily. Two terms.

A. Principles of plant propagation—seedage, separation and division, layerage, cuttage and graftage.

Principles of vegetable gardening—lay-out of the plantation, glass; the soil and its treatment; vegetable gardening tools, seeds and seedage, subsequent management of the garden, marketing and storing, classification of the crops and a discussion of each in its class.

B. Principles of fruit growing. Systematic Pomology. A study of the fundamental principles governing the successful growth of all fruits.

Course III. **Landscape Gardening and Forestry.** Daily. One term.

The principles underlying landscape-gardening as a fine art, with discussion of the ornamentation of home grounds, school grounds, cemeteries, parks, highways, and other public grounds.

General importance of forests; their influence on climate and water supply; methods of regeneration and systems of forest management.

Course IV. **Animal Industry.** Daily. Three terms.

A. A study of the important breeds of horses, cattle, sheep, and swine; their characteristic points and peculiarities. The

care, feeding and management, with special reference to the treatment of dams and rearing of young.

B. Principles of breeding, including a study of heredity, atavism, prepotency, variation, in-and-in, line and cross breeding; the selection of breeding animals, their care and management.

This course will be supplemented by practice in the use of herd books, judging horses, cattle, sheep, and swine, and in minor surgical operations.

Open to students who have taken Course A.

C. Poultry Culture.

The poultry man and his calling; the purpose of poultry keeping; the location of the poultry plant; feeding, management, and breeds; breeding, incubation, and brooding; preparing pullets for laying; preparing eggs and poultry for market; diseases of poultry; exhibition, scoring, and judging.

Course V. **Dairying.** Daily. One term.

A study of milk, its secretion, composition, physical properties, and conditions influencing its character and food value. Market milk; milk testing; butter and cheese making.

HISTORY.

Gaylord W. Douglass, L. Lorimer Drury, Margaret D. Strong.

Course I. **United States History and Civil Government.** Daily. Two terms.

A. The work of the first term in this course covers the history of our country from the time of its discovery down to the presidency of Abraham Lincoln.

Special emphasis is laid upon the duties and obligations of American citizenship.

Text books: John Fiske's History of the United States, Martin's New Civil Government.

Course II. **Greek History.** Daily. One term.

A short introductory study is made of the more ancient nations, after which the history of Greece is taken up and carried from the earliest times to the fall of Corinth, 146 B. C. The political events in Greek history are used as a background to show the causes for the high development of literature and art, the real gifts of Greece to our civilization. This course, with Course III., is required for students preparing for the academic course in college, and is elective for others.

Text book: Botsford's A History of the Orient and Greece.

Course III. **Roman History.** Daily. One term.

In this course the history of Rome is carried from the founding of the city until the time of Charlemagne, 800 A. D. Rome's policy of expansion and incorporation is carefully followed on the map, and special attention is paid to the later period of the empire. Courses II and III are designed to meet the full requirements of any college in ancient history and geography. These courses are prepared along the lines recommended by the Committee of Seven on History.

Text book: Morey's Outlines of Roman History.

Course IV. **Mediæval History.** Daily. One term.

The period covered by this course is from 476 A. D. to the discovery of the New World by Columbus. The text book is used as an outline, and the student is made familiar with the works of Hallam, Emerton, Bryce, Adams, and other authorities on this period. Collateral reading is made practical by occasional oral reports by the students to the class.

Text book: Myer's The Middle Ages.

Course V. **Modern European History.** Daily. One term.

This course opens with the discoveries and explorations of the sixteenth century and brings the history of the European states down to the present time. Collateral reading, reports, etc., similar to Course IV, are required. Courses IV and V should be taken by students preparing for technical and scientific schools.

Text book: Myer's The Modern Age.

Course VI. **English History.** Daily. One term.

This course is wholly elective and is given whenever a request is made by a sufficient number of students. It is designed to meet the full requirements, in this subject, of any of the scientific schools or colleges. The method of the class work is similar to that of Course IV.

Text book: Cheyney's Short History of England.

ART STUDY.

Margaret D. Strong.

Course I. **Elementary Drawing.** Weekly. Two terms.

The aim of this course has been to present, within the time allowed, work along the lines of pictorial, structural, and decorative drawing, and some knowledge of the principles underlying each. The work is adapted as much as possible to the requirements of the pupils entering the classes.

Course II. **Mechanical Drawing.** Weekly. Two terms.

Course III. **Studio Work.** Weekly. Two terms.

Students electing this course may take lessons in charcoal, crayon, or other mediums. Only those who have some talent for the work may join these classes.

Course IV. **History of Art.** Weekly. Two terms.

This course is designed to give the student some knowledge of the great artists and their works, and to lead him to more thoroughly enjoy the world's best art. Lectures are given by the instructor and library work upon assigned topics is required of the student. The course has lately been much enriched by a generous gift of books on art.

PENMANSHIP AND SPELLING.

Weekly.

Students failing to pass the annual examinations in penmanship and spelling are required to take class work. No student behind in either of these subjects is ranked higher than Third Form.

In penmanship, both the vertical and Spencerian systems are taught.

MUSIC.

VOCAL MUSIC, CLASS INSTRUCTION.

A. Judson Philips.

Course I. **Second Form A.** Twice a week.

For pupils who have had no previous training, and for such as have not studied sight singing. In this course most of the theory of musical notation is taught. Individual work and solo sight singing of simple exercises are expected.

[redacted]

Course II. **Second Form B.** Twice a week.

Study of intervals is pursued. Common chords are explained and practiced, both in writing and singing, and part singing in keys major and minor is followed as introduced in Palmer's Graded Studies up to page 69.

Course III. **Third Form A.** Twice a week.

This course will include the study of singing in all keys major and minor. Attention is given to the proper placement of the voice and to distinct enunciation, etc.

Course IV. **Third Form B.** Twice a week.

Pupils who have passed from Course III may enter this advanced or Senior Grade, in which will be taught singing of selections in the Senior Grade of Palmer's Graded Studies, as well as octavo music. Much attention will be given to correct formation of tone, phrasing, etc.

Course V. **Conducting Class.**

This class will contain only those who have acquired a knowledge of music, as may result from practice in the foregoing classes. None but readers of music may enter it. Conducting will be carefully taught. Opportunity for improvement in the art of accompanying is also afforded to students in this course.

Instrumental Music and Voice Culture.

Marion A. Knight.

Private lessons on the piano and pipe organ and

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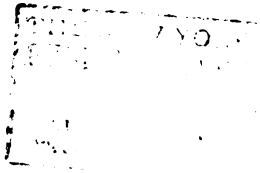


Overtoun Hall.

COMMENCEMENT EXERCISES.

April, 1903.

Public Exercises Omitted.

Diplomas awarded Thursday evening, April 9.

The following prizes were awarded for the term:

Cambridge Prize.

William Harold Peterson.

Prizes in Oratory, February 22:

1st prize, Edwin E. Wright.
2nd prize, Arthur G. H. Power.
3rd prize, Reed Moyer.
Honorable mention, Jasper L. VanAvery.

COMMENCEMENT EXERCISES.

August, 1903.

Commencement Exercises, Friday, August 14, 3:00 P. M.

Address by Rev. Samuel Chadwick, Leeds, England, followed by Hon. H. B. Silliman, W. M. Danner, and others.

Presentation of Diplomas to Members of the Graduating Class.

Awarding of Prizes: The prizes awarded were as follows:

D. L. Moody Prizes in Bible.

Daily Bible, Full Term.

1st prize, John G. Leitch.
2nd prize, Clifton H. Walcott.
3d prize, Leslie Bohnert.

Daily Bible, Four Courses.

1st prize, Elijah MacKenzie.
2nd prize, Paul G. Robison.
3rd prize, Frank H. Wright.

Training Class.

1st prize, Charles B. Derrick.
2nd prize, Samuel J. Robbins.

First Form B.

1st prize, Bernard Monod.
2nd prize, Michele Nigro.

Preparatory B.

1st prize, William T. Boult.
2nd prize, Charles H. Wood.

Preparatory A.

COMMENCEMENT EXERCISES.

April, 1904.

SATURDAY, APRIL 16.

Class Day Exercises of the Class of 1904, 3:30 P. M.

Debate. Wesleyan Freshmen versus Mount Hermon. Resolved, that the United States should adopt the educational section of the Lodge immigration restriction bill, 7:30 P. M.

SUNDAY, APRIL 17.

Anniversary Sermon. Rev. F. A. Noble, D. D., of Boston, 10:30 A. M.

Young Men's Christian Association Service, Conducted by the Graduating Class, 7:30 P. M.

MONDAY, APRIL 18.

Inspection of Buildings and Grounds 2:00 to 3:00 P. M.

Inauguration Exercises of the Agricultural Department, 3:15 P. M. Address: Professor L. H. Bailey, Director of the College of Agriculture, Cornell University.

Reception by the Faculty, 5:00 to 6:30 P. M.

Allen Prize Declamations, 7:30 P. M.

TUESDAY, APRIL 19.

Commencement Exercises, 11:00 A. M.

Address: Rev. Donald Sage Mackay, D. D., of New York City.

Presentation of Diplomas.

Awarding of Prizes.

The prizes awarded were as follows:—

Cambridge Prize.

Leonard J. Selden.

Allen Prizes in Declamation.

1st prize, Henry F. Dauphin.
2nd prize, Charles H. Wood.

Mrs. Frank Wood Prize.

Augustus G. Purvis.

B. P. Dwight Prize.

For the Best Note-book in Laboratory Physics.
Joseph C. Sandorf.

The Latin Prize.

For the most satisfactory record in the Latin Course.
Moore C. Tussey.

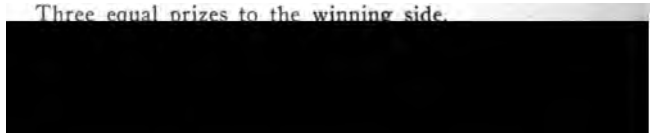
The '99 Prize Essay.

For the best essay on a subject selected by the class of '99.
Thomas R. Thompson.

Alumni Prize Debate, April 9.

1st prize, Harvey M. Eastman.
2nd prize, Arthur W. Wilkinson.

Three equal prizes to the winning side.



Prizes in Oratory, February 22.

1st prize, Arthur G. H. Power.
2nd prize, Horace W. O'Connor.
3rd prize, Leonard J. Selden.

D. L. Moody Prizes in Bible.

Sixth Form. Two Prizes.

1st prize, James L. McConaughy.
2nd prize, Frederick E. Shapleigh.

Fifth Form. Two Prizes.

1st prize, Rollin P. Smith.
2nd prize, Henry Gemmer.

Fourth Form. Two Prizes.

1st prize, Harvey M. Eastman.
2nd prize, Henry M. Goodwin.

Elective. Two Prizes.

Fall term, Augustus G. Purvis.
Winter term, Elmer E. Alexander.

Third Form. Two Prizes.

1st prize, John H. Dalrymple.
2nd prize, Edward R. Barnard.

Second and Third Forms. Three P

1st prize, William N. Ottinger.
2nd prize, W. Richard Ohler.
3rd prize, Arthur McQuade.

FIRST AND SECOND FORMS. THREE PRIZES.

1st prize, Edward R. Rayher.
2nd prize, Arthur W. Wilkinson.
3rd prize, Charles F. Echterbecker.

FIRST FORM. THREE PRIZES.

1st prize, Samuel A. Wright.
2nd prize, Cliflord J. Lowe.
3rd prize, Robert M. Thompson.

COMMENCEMENT EXERCISES.

August, 1904.

mmencement Exercises, Saturday, August 13, 3:00 P. M.

Address by Rev. F. S. Webster, London, England, followed by Rev. G. Campbell Morgan and Mr. H. M. Moore.

Presentation of Diplomas to Members of Graduating Class.

TEXT BOOKS.

Bible: Good English Bible with References and Helps. Revised Version. Concordance, Cruden's or Walker's. Various reference books on different courses.
English, Hill's Beginnings of Rhetoric, Selected Texts.
Singing, Palmer's Graded Studies.
Elocution, S. S. Curry's Classics for Vocal Expression.
English Grammar, Buehler's Modern English Grammar, Buehler's Practical Exercises in English.
Latin Grammar, Allen and Greenough's New Latin Grammar.
Latin Lessons, Walker's Bellum Helveticum and Smiley and Storke's Beginners' Latin Book.
Latin Composition, Pearson's.
Cæsar, Allen and Greenough's New Cæsar with Vocabulary.
Nepos, Barss'.
Cicero, D'Ooge's Select Orations of Cicero.
Ovid, Bain's.
Vergil, Knapp's.
Greek Grammar, Goodwin's.
Greek Lessons, White's First Greek Book.
Greek Composition, Pearson's Greek Prose Composition.
Xenophon, Goodwin and White's Xenophon's Anabasis with Vocabulary, Books I-IV.
Homer, Keep's.
French Grammar, Aldrich and Foster's Foundations of French.
French Readers, Aldrich and Foster's Reader, Bruno's Tour de la France.
French Composition, Francois'.
German Grammar, Worman's First German Book, Bierwirth's Beginning German.
German Readers, Müller and Wenckebach's Glück Auf, Seidel's Leberecht Hühnchen.
German Composition, Stein's Prose Composition.

Arithmetic, Milne's Standard.
Bookkeeping, Williams and Rogers' New Complete Bookkeeping.
Algebra, Wells' Essentials and Fisher and Schwatt's Complete Secondary Algebra.
Geometry, Plane and Solid, Wells' Essentials and Phillips and Fisher's Geometry. Analytical, Bailey and Wood's.
Trigonometry, Phillips and Strong's Elements of Trigonometry.
Surveying, Davies' (Van Amringe).
Astronomy, Todd's New.
Geography, Tarr and McMurry's.
Physiology, Lessons in Elementary Physiology, Huxley-Lee edition.
Zoölogy, Jordan and Heath's Animal Forms.
Botany, Gray's Manual and Coulter's Plants.
Physiography, Gilbert and Brigham's.
Physics, Avery's, Hall and Bergen's and Sabine's.
Chemistry, Remsen's College Chemistry, Prescott and Johnson's Qualitative Analysis.
United States History and Civics, John Fiske's History of the United States, Martin's New Civil Government.
Greek History, Botsford's A History of the Orient and Greece.
Roman History, Morey's Outlines of Roman History.
Mediæval History, Myers' The Middle Ages.
Modern History, Myers' The Modern Age.
English History, Cheyney's Short History of England.
English Literature, Pancoast's Introduction to English Literature.
American Literature, Pancoast's Introduction to American Literature.

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ASTOR, LENOX AND
TILDEN FOUNDATIONS.

Mount Hermon Alumni Association.

Officers, 1904-05.

Jeremiah Holmes, '98,	President.
Gustaf B. Carlson, '91,	1st Vice President.
A. Burdette Goodrich, '94,	2d Vice President.
Walter L. Spaulding, '96,	3d Vice President.
Elmer W. Keever, '98,	4th Vice President.
Herbert C. Miller, '00,	5th Vice President.
L. Lorimer Drury, '98,	Secretary.
Gaylord W. Douglass, '96,	Treasurer.

Extracts from Constitution and By-Laws.

OBJECT.

"The object of this Association shall be to encourage fellowship among the old students and to promote the interests of the school."

MEMBERSHIP.

"Every graduate shall become a member without election."

"Any person who has been a student at Mount Hermon School, and is recommended by the executive committee, is eligible for membership."

"Applicants for membership shall send their names to the secretary, giving the time spent at school, present occupation, and address."

DUES.

"The annual dues of the Association shall be fifty cents."

The Mount Hermon Alumni Association was organized in 1888, for graduates only, and so continued until 1900, when the doors were opened to all former students who loved Mr.

Moody and had in them a feeling of loyalty to the school and a desire to keep up old friendships.

The Association is now carrying on the following lines of work:—

1. The publication of the Mount Hermon Alumni Quarterly, which is sent to every member of the Association.

2. The Running Expense Fund, by which former students share in the support of the school.

3. "The Alumni Prize Debate," which is open to all the students of the school.

4. "The Alumni Cup Debates," the cup being awarded annually to that student society which wins a series of debates.

5. An Employment Department, which will keep a record of former students who desire employment, and will seek to assist them.

6. An annual reunion and banquet.

7. Preparations for the Twenty-fifth Anniversary in 1906, in charge of a committee of 25 which will coöperate with the school committee.

Communications in regard to the Association should be addressed to the secretary, L. Lorimer Drury, Mount Hermon, Mass.

ENTRANCE EXAMINATIONS.

September, 1903.

ARITHMETIC.

1. (a) Add $5\frac{1}{4}$, $8\frac{1}{8}$, and $7\frac{3}{4}$ and reduce the result to a decimal correct to five decimal places.
   (b) How much will $12\frac{1}{2}$ yds. of cloth cost at $\$3\frac{3}{8}$ a yard?
2. A farmer sold $320\frac{3}{4}$ lb. of maple sugar at $15\frac{1}{2}$ cents a lb., and took his pay in cloth at $67\frac{1}{2}$ cents a yd. How many yards did he receive?
3. (a) Add 146.09, .00412, 31.416, and 231.8.
   (b) Divide 62.41 by .079.
4. A man purchased 54 cwt. 85 lb. of sugar at 4 cents a lb. He sold $\frac{1}{4}$ of it at 5 cents a lb., $\frac{1}{3}$ of it at $5\frac{1}{2}$ cents a lb. and the rest at cost. How much did he gain?
5. What will 1,468,000 bricks cost at $7.75 per thousand?
6. A man's salary is $4.000. He spends 22% for fuel and rent, 12% for clothing, 3% for books, and $1,018 for other purposes. What per cent of his salary has he left?
7. The population of a certain town is 8,118, which is $12\frac{1}{2}$% more than it was three years ago. What was the population then?
8. Find the interest and amount of $684.14 from Oct. 15, 1891, to Mar. 8, 1892, at 7%.
9. Find the bank discount and proceeds on a ninety days' note for $1,200 dated Aug. 3, 1891, bearing interest at 6%, if discounted Sept. 2, 1891, at 8%.
10. (a) A room is 5.2 meters long, 4.5 meters wide, and 3.2 meters high. What will be the cost of plastering it at 35 cents a square meter?
    (b) What will 60 liters of mercury weigh in kilograms, mercury being 13.5 times as heavy as water?

ENGLISH GRAMMAR.

GRAMMAR A.

1. Define and illustrate:
   (a) Adjective.
   (b) Adverb.
   (c) Object complement.
   (d) Attribute complement.
   (e) Indirect object.
2. Write sentences containing:
   (a) Infinitive phrase used as subject.
   (b) Dependent clause.
   (c) Noun in apposition.
3. Give the construction of italicized words: "An *investment* in *knowledge always pays the* best *interest.*"
4. Analyze:
   (a) "Leisure is time for doing something useful."
   (b) "He who waits to do a great deal of good at once will never do anything."

GRAMMAR B.

5. (a) Define and illustrate: transitive verb, regular verb, proper noun, relative pronoun, demonstrative pronoun.
   (b) Name the personal pronouns.
6. Conjugate the verb *to be* throughout.
7. Parse the italicized words: "The best *part* of *our* knowledge is *that which teaches us* where knowledge leaves off and ignorance begins."
   What is the construction of the dependent clause in the above sentence?
8. Write a brief description of some familiar scene.

GRAMMAR C.

9. Distinguish between the use of *shall* and *will;* of *sit* and *set;* of *lie* and *lay.* Give the principal parts of *lie* and *lay.*

10. "If it be true that America means opportunity, then it rests with each to answer the question 'How shall I use my opportunity?'; for the future of America must be decided by the answer which individuals make to that question."

    Separate this quotation into the clauses of which it is composed, and show how each clause is used.

11. Give the construction of the underlined words.

12. Write a paraphrase of the quotation.

GEOGRAPHY.

1. What two motions has the earth? What does each motion cause?

2. Define watershed, delta, river-basin, plateau.

3. Name in order, beginning at the west, the states bordering on Canada and the Great Lakes, and give the capital of each.

4. What countries and colonies are included in the British Empire?

5. Give the products of Argentine Republic, Soudan, Japan, India.

6. A coasting vessel sails from St. Petersburg to Constantinople, keeping the mainland on the left. Mention in order the waters it will cross and the countries it will pass.

7. (a) From what countries or states are the following obtained: coffee, olives, cork, chinchona, spices, cotton, diamonds, salt, gold, coal?

   (b) What determines the products of a country?

8. What and where are: Suez, Hoang-Ho, Madagascar, Congo, Vesuvius, Rome, Amazon, Sahara?

9. Describe the Mississippi river system.

10. Give the capital and a seaport for each of the following: Chili, India, California, France, Russia.

UNITED STATES HISTORY AND CIVICS.

A.

1. *Write briefly on*— (1) First House of Burgesses; (2) Salem Witchcraft; (3) Lord Baltimore's Colony.
2. (a) Name three French explorers and connect one fact with each.
   (b) What part of the New World was claimed by France in 1700 and on what did she base her claim?
   (c) What change in territory in America in 1763?
3. Give in detail the story of Washington's retreat across New Jersey in the winter of 1776-77. Where were Washington and his army the following winter, 1777-78?
4. In the administrations of each of the following Presidents give the dates of the administration, and mention three important events: (1) John Adams; (2) James Monroe; (3) Andrew Jackson.
5. Give cause, chief events, and results of the Mexican War.

B.

6. Describe the capture of Vicksburg. What was the Union army in the East doing at the time of the capture of Vicksburg?
7. How did the United States come into possession of Hawaii and the Philippine Islands?
8. Name in order the Presidents from Lincoln to Roosevelt with one event in each administration.
9. What requirements in age, citizenship, and residence does the U. S. Constitution make for—(1) President of the U. S.? (2) Senator? (3) Member of House of Representatives?
10. Give the simple process by which a United States law is made. Show two ways by which a bill may become a law without the signature of the President.

ENGLISH BIBLE.

May, 1904.

FIRST FORM A.

1. (a) How much of the Bible have you thoughtfully read?
   (b) How much have you studied it in Sunday School or otherwise?
2. (a) Name the first five books of the Bible, telling what is contained in three.
   (b) Name one poetical book; two prophetical.
3. Describe briefly (a) the flood; (b) the institution of the passover; (c) the giving of the ten commandments; (d) the Tabernacle.
4. Give briefly the story of Abraham's life; of Moses'.
5. (a) What great leader brought the children of Israel out of Egypt and through the wilderness? into the promised land?
   (b) Mention two important incidents connected with this period.
6. Name in order the three kings of all Israel, giving some characteristic of each reign.
7. Who were Cain, Joseph, Aaron, Samuel, Jonathan, and Samson?
8. Name the three Old Testament characters whose lives you consider the most helpful, telling in each case the reason for your choice.
9. Give any two favorite verses of the Old Testament, telling by whom each was spoken or written.

ENGLISH BIBLE.

May, 1904.

First Form B.

1. (a) After whose reign was the kingdom of Israel divided and why?
   (b) Who was the king of each part?
   (c) How many tribes formed each kingdom?

2. (a) What was the chief city of Judah?
   (b) Why did this kingdom outlast the northern kingdom?
   (c) Name three good kings of Judah.

3. (a) To what nation did Judah become captive?
   (b) How long was the period of captivity?

4. (a) Mention one name prominent during the captivity, giving two incidents showing his character.
   (b) Who led the return to Jerusalem and rebuilt the temple?

5. Give the four incidents connected with the life of Christ which seem to you the most important. Give one lesson from each.

6. Mention three miracles wrought by Jesus; three parables given by him, with interpretation.

7. Who were Stephen, Peter, John the Baptist, Barnabas, Timothy, and Philip?

8. When was the early church founded? How was it spread? Mention three leaders in the work of the church.

9. (a) Who was the first great missionary? Tell of his conversion.
   (b) Give an important incident connected with each of his three missionary journeys.

ELEMENTARY SCIENCE.

1. Tell the different forms in which matter occurs and illustrate each kind by two examples.
2. Name five elements and tell what you mean by an element.
3. Give three examples of chemical union.
4. Why must a fire have draft to burn well?
5. Why does water rise in the tube of a suction pump?
6. An open-mouthed bottle is placed mouth down in a vessel of water. Will it fill rapidly? Why?
7. What do you understand by porosity, inertia, weight?
8. State as many ways as you can in which living matter differs from lifeless.
9. Define (a) Protoplasm, (b) Tissue, (c) Excretion.
10. Name five kinds of tissues.
11. We drink much water every day: what becomes of it?
12. What kinds of plants do you consider the simplest, and why? What kinds of animals?
13. Define (a) Cellulose, (b) Chlorophyll, (c) Respiration.
14. Tell all you can about a plant seed.

One of the Cottages.

JAN 11 1902

Anon.

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of

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1905-06

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OF

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" Behold, how good and how pleasant it is
For brethren to dwell together in unity!
It is . . .
Like the dew of Hermon,
That cometh down upon the mountains of Zion:
For there the Lord commanded the blessing,
Even life for evermore."

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ITEMS OF INTEREST.

First purchase of school property	November, 1879
Mr. Camp's gift of $25,000	September 10, 1880
School opened for instruction	May 4, 1881
Articles of incorporation signed	March 29, 1882
Number of students, 1881–83	25
Number of students, January, 1884	70
Number of students, January, 1885	90
Number of students, Fall term, 1904	403
Number of students, Fall term, 1905	424
Average age of students in attendance January 1, 1905	20 years and 3 months
Average age of seniors in attendance January 1, 1905	22 years and 2 months
Courses of study adopted	September, 1885
First class graduated	June, 1887
Number of graduates to date	406
Total number of students entered to date, December, 1905	4,747
Alumni Association organized	June, 1888
Twentieth anniversary celebrated	April, 1901
Twenty-fifth anniversary	June 30—July 3, 1906

CALENDAR 1905-06.

Term begins	Friday, Sept. 1, 1905
Mountain Day	October, 1905
Thanksgiving Day . .	Thursday, Nov. 30, 1905
Term ends . .	Thursday night, Dec. 21, 1905
Term begins	Friday, Jan. 5, 1906
Founder's Day . .	Monday, Feb. 5, 1906
Term ends . .	Thursday night, April 26, 1906
Term begins	Friday, May 4, 1906
Independence Day . .	Wednesday, July 4, 1906
Term ends . .	Thursday night, Aug. 23, 1906
Term begins . . .	Friday, Aug. 31, 1906
Mountain Day	October, 1906
Thanksgiving Day . .	Thursday, Nov. 29, 1906
Term ends . .	Thursday night, Dec. 20, 1906
Term begins	Friday, Jan. 4, 1907

1905

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1906

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DIRECTIONS.

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For further information address

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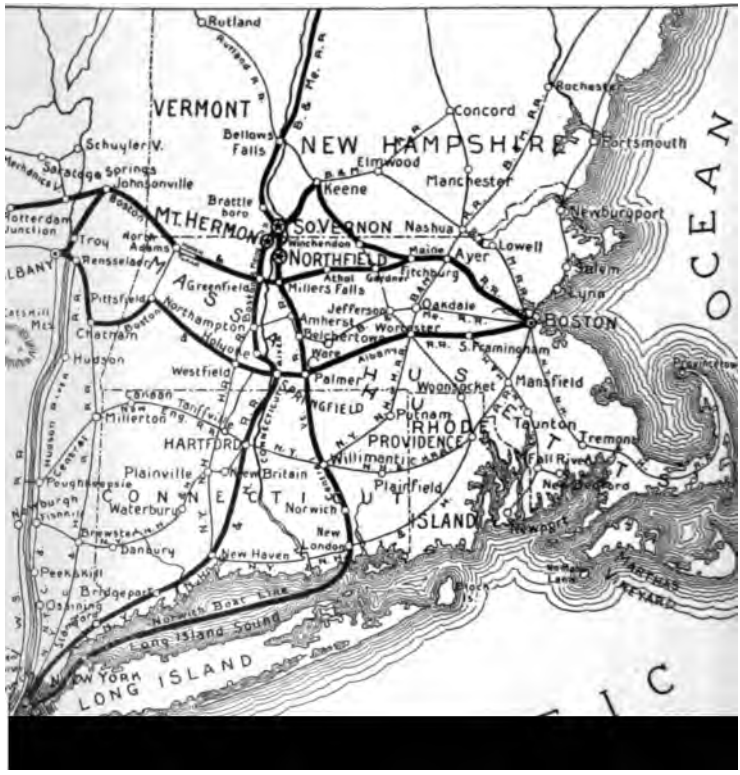

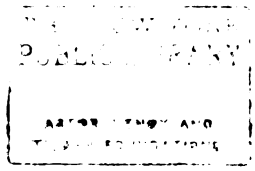
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FRANK R. CHAMBERS . . . . . *New York City.*
PAUL D. MOODY . . . . . *East Northfield, Mass.*
LEWIS A. CROSSETT . . . . . *Boston, Mass.*
JOHN D. CUTTER . . . . . *New York City.*
SAMUEL D. DAVIS . . . . . *Lakewood, N. J.*
COL. NATHAN P. POND . . . . . *Rochester, N. Y.*
RICHARD WHITE . . . . . *Baltimore, Md.*
HOWARD HEINZ . . . . . *Pittsburg, Pa.*

FACULTY.

1905-1906.

HENRY FRANKLIN CUTLER, M. A.,
PRINCIPAL.

CHARLES E. DICKERSON, M. S., *Vice Principal.*
HEAD OF DEPARTMENT OF SCIENCE.
PHYSICS AND CHEMISTRY.

LYON L. NORTON, B. A.,
HEAD OF DEPARTMENT OF MATHEMATICS.
MATHEMATICS.

FRANK L. DULEY, B. A.,
HEAD OF CLASSICAL DEPARTMENT.
GREEK AND LATIN.

LUCY TAPPAN, B. A.,
HEAD OF DEPARTMENT OF MODERN LANGUAGES.
GERMAN AND FRENCH.

JOHN C. S. ANDREW, M. A., S. T. B.,
HEAD OF DEPARTMENT OF HISTORY.
HISTORY.

HARRY HAYWARD, M. S. AGR.,
HEAD OF DEPARTMENT OF AGRICULTURE.
AGRICULTURE.

JAMES McCONAUGHY, M. A.,
HEAD OF DEPARTMENT OF ENGLISH BIBLE.
THE ENGLISH BIBLE.

WELLINGTON E. AIKEN, M. A.,
HEAD OF DEPARTMENT OF ENGLISH.
ENGLISH.

A. JUDSON PHILIPS,
HEAD OF DEPARTMENT OF MUSIC.
SINGING.

FLORENCE E. FLAGG,
BOTANY AND PHYSIOGRAPHY.

HENRY W. HASTINGS,
ELOCUTION.

MABEL W. LEAROYD, B. A.,
MATHEMATICS.

[illegible]
MATHEMATICS.

L. LORIMER DRURY, B. A.,
HISTORY.

PAUL D. MOODY, B. A.,
THE ENGLISH BIBLE.

IZA B. S. ATWOOD, B. A.,
MATHEMATICS.

GEORGIA R. DRURY,
GEOGRAPHY.

M. FRANCES WHEELER,
PHYSICS AND CHEMISTRY.

ETHEL S. RADFORD, B. A.,
ENGLISH.

MARION A. KNIGHT,
VOCAL AND INSTRUMENTAL MUSIC.

HÉLÈNE A. ROUX,
FRENCH.

BERNARD COPPING, JR., B. A.,
MATHEMATICS.

PHILIP K. GREENE, B. A.,
ENGLISH AND MATHEMATICS.

FRANK N. PATTERSON, M. A.,
PHYSIOLOGY AND ZOÖLOGY.

HAROLD F. TOMPSON, B. Sc.,
AGRICULTURE.

AUSTIN M. LEAVENS,
LATIN.

WILLIAM F. NICHOLS,
CASHIER.

STUDENT REPRESENTATION.

1904.

Total number of different students enrolled during the calendar year.

UNITED STATES.	
New York	142
Massachusetts	103
Connecticut	67
Pennsylvania	50
New Jersey	34
Vermont	30
Maine	25
Ohio	17
New Hampshire	14
Illinois	8
Virginia	7
Colorado	6
Kansas	6
Michigan	6
North Carolina	6
Maryland	5
Rhode Island	5
West Virginia	5
California	4
Florida	4
Georgia	4
Minnesota	4
South Carolina	4
Tennessee	4
Indiana	3
Iowa	3
Missouri	3
Texas	3
Wisconsin	3
Wyoming	3
Arkansas	2
Delaware	2
Nebraska	1
South Dakota	1
	[redacted]

OTHER COUNTRIES.	
Canada	[redacted]
England	15
Germany	9
West Indies	8
Ireland	7
Japan	7
Sweden	7
Austria	5
China	4
Italy	4
Scotland	4
Bohemia	2
Denmark	2
Holland	2
Armenia	1
Brazil	1
Burma	1
Finland	1
France	1
Hungary	1
Korea	1
New Zealand	1
Norway	1
Persia	1
Peru	1
Switzerland	1
Turkey	1
	[redacted]

[redacted]

I.

The Mount Hermon Boys' School.

ORIGIN.

THE school was established, at the suggestion and earnest desire of Mr. D. L. Moody, by several men interested in the practical Christian education of boys and young men. The school was incorporated in 1882, under the laws of Massachusetts. Mr. Hiram Camp, the first President of the Board of Trustees, gave twenty-five thousand dollars, and several thousands were received from Great Britain.

Two good farms lying side by side were purchased, some necessary changes made in the buildings, and on May 4, 1881, the school was opened. Additional tracts of land have been purchased since, so that the school now owns several hundred acres.

LOCATION.

The school is situated on the west side of the Connecticut River, opposite Northfield, on high sloping ground, commanding an extensive view of river, valley, and mountain. The site was selected with reference to the best sanitary conditions, good drainage, pure air, excellent water; to remoteness from crowded neighborhoods, and to freedom from adverse influences often found in large villages. The buildings are about a mile from the Mount Hermon station on the Connecticut & Passumpsic Division of the Boston & Maine Railroad, ten miles north of Greenfield. The address for matter by mail, express or freight, is simply "Mount Hermon, Mass."; for telegrams, via "East Northfield, Mass." The school has also long distance telephone connections.

PURPOSE.

The school is for young men of sound bodies, good minds, and high aims. It is designed for those who have already conceived a serious purpose in life; for

to furnish a thorough Christian training
en and boys of earnest purpose but small
Mr. Moody's own words: "To help young
limited means to get an education such as
done me good when I was their age. I
them into lives that will count the most
of Christ." To this end the study of the
wed in all courses.

aims to care for the physical welfare of
to train them to industrial habits, and to
ome practical knowledge of work by re-
ach one a certain amount of manual labor

EQUIPMENT.

oment of the school for its work is as

RECITATION HALL.

Student Volunteer movement was first organized in the summer of 1886.

THE SILLIMAN LABORATORY.

The new Silliman Laboratory, one hundred and two by fifty-two feet, was formally opened September 19, 1903. The original building was erected in 1892 by Hon. H. B. Silliman, LL. D., a member of the Board of Trustees, and was enlarged by him to contain additional laboratories for physics, chemistry and biology, recitation rooms, and a lecture hall seating two hundred and thirty-four. The museum, a large mechanical drawing room, scientific reference library and reading room, and the office of the vice principal, are also in this building. In the basement are the workshop, storeroom, electrical testing room, electric light plant, with power furnished by a gas engine, and a storage battery of fifty-two cells.

The entire equipment, as well as the building, was given by Dr. Silliman and furnishes to earnest students unusual facilities for the study of the sciences.

THE CHAPEL.

The chapel, a gift to Mr. Moody on his sixtieth birthday from his friends in England and America, was erected in 1898. It is beautifully situated on an elevation near the center of the campus overlooking [redacted]

The Irene Ward at Dwight's Home.

DWIGHT'S HOME.

So named in memory of Mr. D. L. Moody's g
son, little Dwight, who died November 30, 189
beautiful home where those who are sick may be
for, and those who are tired may rest in the mi
their work.

THE DORMITORIES.

The largest of the dormitories is Crossley
erected in 1884 and named in memory of the s
F. W. Crossley of England, a liberal supporter
school in its early days. This is a four-story
building with granite trimmings, and contains

building, was erected in 1898 and equipped with many modern improvements. It accommodates about one hundred and twenty students.

These large halls are in charge of men teachers, who are assisted by student officers on each floor.

The Laundry.

There are, in addition to these Halls, three cottages, accommodating from twelve to twenty students each. Lady members of the faculty live in these cottages,

ers, or in some of the other buildings connected with the work of the school.

THE DINING HALL.

The Dining Hall is a large brick building for the accommodation of the entire school. The students occupy the main room, and at one end is a small dining room for the teachers.

THE LAUNDRY.

A well equipped steam laundry is provided, with facilities for washing both plain and starched goods. The work in this building is done by the students under the supervision of the one in charge of the laundry.

THE FARM.

The farm property consists of rich arable land, upland meadow and pasture, forests and a large campus.

In order that the farm may be as effective as possible in accomplishing the purposes of the school, little or no experimenting is undertaken, but an effort is made to put into practice the latest findings of agricultural investigators.

The arable land is devoted to the production of the most economical grain, vegetable, seed and forage crops of this region. The forests are being improved by cutting the ripe timber, weeding, thinning and

planting under the advice and with the coöperation of the National Bureau of Forestry at Washington, D. C. The campus is used to demonstrate a few of the principles underlying ornamental plantings, the care of lawns, etc.

In live stock, the equipment is quite complete, consisting, as it does, of over twenty horses of various types. The cattle are composed of two separate herds, one of pure bred and grade Holsteins, and the other of a herd of registered Ayrshires, the gift of Dr. Thomas Turnbull, of Casanova, Va., President of the Ayrshire Breeders' Association. The total number of cattle is nearly one hundred head.

The herd of swine consists of over two hundred and fifty head of pure bred and grade Berkshires and large Yorkshires.

A live stock judging room has also been fitted up which gives increased facilities for judging all classes of live stock.

The orchards and gardens are extensive, and afford an excellent opportunity for demonstrating modern methods of fruit and vegetable growing.

For buildings there are large barns with stables for horses and cows, deep silos, carriage houses, hothouse, creamery, several large hen houses, and other outbuildings.

In addition to the equipment above mentioned about one hundred pieces of apparatus for an agricultural physics laboratory have been installed and furnish

Summer Scene in the Mount Hermon Gymnasium.

PUBLIC LIBRARY

ASTOR, LENOX AND
TILDEN FOUNDATIONS.

ADMISSION.

CANTS must be at least sixteen years of
, must have good health, mental ability, and
.racter.

ates possessing the required character and
e received without regard to their attain-
scholarship.

:s are received only on probation.

eless for young men to come here expecting
, unless they have been definitely accepted on
n previously made. Blank forms of applica-
e furnished to any who wish for them.

:s wishing to take up work above Second
re required to give evidence, either by exam-
r certificate, of satisfactory work done in
c, Grammar (and Composition), Geography,
ates History and Civics, Elementary Science,
and English Bible. Examination will be re-
Penmanship and Spelling.

:e examinations are held on the opening days
m. Sample examination papers are printed

Candidates for admission to higher classes must give evidence either by examination or certificate of their preparation for such classes. Arrangements for entering these higher classes may be made with the heads of the various departments.

Certificates of work done in other schools may be presented for all subjects except Penmanship and Spelling. Blank forms for such certificates will be furnished on application. The certificates must be signed by the teacher, principal, or superintendent under whom the work was done.

These certificates may be accepted conditionally and the student placed in his course where his certificate seems to warrant. The work of his first term shall determine whether full credit shall be given for the certificate. In case of unsatisfactory class work the certificate may be disregarded and the student transferred to other classes at the discretion of the heads of the departments.

PROMOTION.

Examinations are held at the end of each term. The results of these examinations, together with the student's average daily rank, determine his standing and promotion.

Grading in scholarship is indicated by six letters: E, excellent; G, good; M, medium; L, low; C, conditioned; F, failed. A grade of L or higher in every study is required for promotion. Those who receive for the full term's work the grade of E may be ex-

letters: A, satisfactory; B, unsatisfactory; C, retained on probation; D, dismissed.

Reports will be sent to parents when requested or when the rank of the student is unsatisfactory.

DIPLOMAS.

A student who completes an approved course will receive a diploma. One who does not complete a course may receive a statement setting forth the amount of work done by him.

ADMISSION TO COLLEGE.

The Principal's certificate admits without examination to all colleges and universities accepting any secondary school certificates.

EXPENSES.

The charge for board and tuition is fifty dollars per term, payable at the opening of each term.

An additional charge of five dollars per term is also made to cover the expense of ordinary laundry (not including starched linen), trained nurse fee, and athletic fee.

These charges are so low that deductions cannot be made for absence, nor money refunded to students who leave before the end of a term.

For private music lessons, vocal or instrumental, once a week, including use of piano or organ for one hour's practice each day, the charge is fifteen dollars a term.

Payments should be made by express order, drafts

on New York or Boston, or personal checks on banks in New England or New York City, made payable to The Mount Hermon Boys' School.

The following is a statement of the necessary expenses per term:—

Board and Tuition,	$50.00
Laundry (starched goods excepted),	3.00
Nurse fee,	1.50
Athletic fee,	.50
Total.	$55.00

Besides this amount the student will also need about five dollars for books, stationery, etc., over and above his expenses for traveling and for clothes. Students often have opportunities for extra work by which many earn enough to pay for books and clothing, and other necessities. Those who desire to help themselves by work in the vacations can generally find employment on the premises at fair wages. If necessary or desirable, arrangements can be made for students to remain at the school during the entire year. The price for board in vacations is three dollars a week, which is to be paid in work during the same vacation if work can be secured.

SCHOLARSHIPS.

James McGranahan Scholarship, established by James McGranahan, December 16, 1885.

Reginald Talcott Scholarship, established by James Talcott, May 1, 1886.

Stokes Scholarship, established by Miss Olivia E. P. Stokes and Miss Caroline Stokes, June 17, 1891.

Miller Scholarships (two), established by Miss Helen M. Gould, August 16, 1895.

J. N. Harris Scholarship, established by the will of J. N. Harris, February, 1898.

Thomas E. Peck Scholarship, established by Thomas M. Peck, August 3, 1900.

RECORD OF CHRISTIAN WORK SCHOLARSHIP.

The "Record of Christian Work," W. R. Moody, Editor, will give a Scholarship of fifty dollars ($50), one term's tuition, for one hundred and twenty-five (125) full paid subscriptions, new or renewals.

For full particulars address the Principal, Mount Hermon Boys' School, or "Record of Christian Work," East Northfield, Mass.

FORM OF SCHOLARSHIP.

To the Trustees of Mount Hermon Boys' School:

I hereby give the sum of ———— dollars, to be held by you in trust, the proceeds to be applied to the education of one or more worthy students, according to the rules of the school.

FORM OF BEQUEST.

I give and bequeath to the Trustees of Mount Hermon Boys' School, located in the town of Gill, State of Massachusetts, the sum of ———— dollars, to be safely invested by them and called the ———— Fund,

and the interest thereof to be applied to the uses of the school (or specify).

PRIZES.

The Cambridge prize (the income of funds contributed by students of the University of Cambridge, England) is awarded annually to some member of the graduating class for general excellence, preference being given to those who have longest been members of the school.

The Joseph Allen prizes of twenty and ten dollars, respectively (established by Mrs. William Skinner of Holyoke), and the Mrs. Frank Wood prize of ten dollars, are awarded annually for excellence in declamation.

The Alumni Prizes, amounting to thirty-one dollars (given by the Alumni Association), are awarded annually for excellence in debate.

Latin Prize. A prize copy of Harper's Latin Dictionary will be awarded to that member of the graduating class who shall be a college candidate, and who shall have made the most satisfactory record in his Latin work.

Other prizes are also offered for excellence in work in the different departments.

OUTFIT.

In addition to ordinary clothing, each student needs working clothes, towels, bed linen, table napkins, and also a clothes bag. Pillow cases should be twenty

boots are very desirable. All clothing must be plainly and permanently marked with the owner's name.

Students are advised to bring such text books and reference books as they may have, especially English Dictionary, Concordance, Bible Dictionary, Modern and Ancient Atlas.

Text books and stationery and other common and necessary articles may be purchased at the store near the school.

REGULATIONS.

The regulations are such as are believed to be for the best interests of all members of the school.

Printed copies will be sent to all candidates accepted for admission to the school.

ARRANGEMENT OF TERMS.

The continuous session is a distinctive feature of the school. The full year of fifty-two weeks is divided into three terms of sixteen weeks each, with short vacations intervening. There are beginning classes each term in nearly all subjects, so that a student may enter with equal advantage at the opening of any term. A student is not expected to remain more than three terms in succession without the consent of a physician.

The term beginning the first of May and continuing till about August twentieth offers special advantages. It is not a so-called summer school, but one of the regular school terms offering all the regular studies of any other term. There is also additional opportunity for special work in Bible under well-known Bible teachers. Students who are planning to enter college and have some work yet to make up for admission will find in this term exceptional advantages.

For the terms beginning in September and in January there are more applicants than can be received. The prospect for admission is much better if application be made for the term opening in May, and new applicants are requested to apply for admission in May whenever it can be arranged to do so.

Few health resorts offer greater attractions than Mount Hermon in summer. The famous Northfield Conferences, now widely known, are held five miles away. Some of

RELIGIOUS PRIVILEGES.

:hool is distinctively Christian in character. Mount Hermon Church, formed, in ac- with Mr. Moody's wishes, just before his ɔmotes the spiritual life of the school and channel for its religious activities. It is ıl and Scriptural in its articles of faith and n in its spirit. Students who are already embers are invited to bring their church let- hare in the church life while here, and others to unite on confession of faith are earnestly do so. The more mature students serve with ɛrs and other resident members on its com- ıd as its officers in the work of the church. and evangelists of different evangelical de- ns have charge of the service of worship.

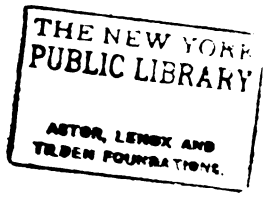
nday school meets weekly at the close of the service. The International Lessons are

interest in the work of missions. One Sabbath service and one prayer meeting each month have missionary themes. Systematic giving by the envelope plan, after providing for the necessary home expenditures of the church, furnishes nearly a thousand dollars a year to be devoted to different missionary objects. Mount Hermon has a score of representatives in different foreign lands and their work is kept before the church to deepen interest and incite to prayer.

The Young Men's Christian Association stands also as an aggressive religious agency. Its membership averages at least three fourths of all the students. The Sunday night service is in its charge, as well as weekly meetings in Crossley and Overtoun Halls. It is the center also of much of the social life. Receptions for new students are given at the beginning of each term. It cares for the social rooms in Crossley and Overtoun, and supplies periodicals. In addition to the work offered by the church Sunday school the Association provides a number of Bible classes held on the Sabbath, pursuing courses specially adapted to develop beginners, establish faith in fundamental Bible doctrines and train personal Christian workers.

Its White Cross Committee, by occasional addresses and by the circulation of literature, aims to deepen an intelligent interest in personal and social purity.

Under the direction of its Committee on District Work, gospel services and Sunday schools are held in the surrounding region and coöperation is also ren-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LITERARY PRIVILEGES.

Literary societies are maintained by the students. These societies meet regularly each week and afford excellent opportunities for training in public speaking and debating.

The Good Government Club, the oldest literary society, was organized in December, 1894, its purpose "To create a desire among young men to participate in politics and to further the election of men of Christian principles." The membership is limited to thirty.

The Philomathean Literary Society was organized in 1897 with membership limited to twenty-five. Inter-scholastic debates have been inaugurated by this society.

The Pierian Literary Society with membership limited to thirty was organized in December of 1899.

Inter-society debates are held annually in competition for the "Alumni Cup Prize" established by the Alumni Association. The association also offers three individual prizes, awarded to the best debaters among the contestants for the cup.

During each term a course of four or five lectures or concerts is offered to the students at the cost of fifty cents for a season ticket. This course numbers among its lecturers the best talent available and is of great educational value.

THE LIBRARIES.

The main library is in Recitation Hall, and is open morning, afternoon and evening of school days and during the afternoon on Mondays.

Books of fiction, biography and travel may be borrowed at any time for a period of two weeks with privilege of renewal, and temporary loans of works of reference are also granted. The main use of the library, however, is as a reference and reading room, and all possible encouragement is given to collateral work in connection with the various courses of study.

There is also a scientific reference library in Silliman Laboratory. The total number of volumes in both collections is about nine thousand.

Over sixty periodicals, including magazines, daily and weekly papers, are furnished for current reading.

Aside from the running expenses both libraries are supported entirely by donations. The libraries should be much larger to meet the needs of the school.

CARE OF THE HEALTH.

Dr. A. W. Atwood, the resident physician at the school, has charge of the physical examination of all students entering the school. He also has an office hour every day in the large dormitories where students may meet him without expense for personal consultation.

The school has as yet no gymnasium building, but there are large classes of students meeting regularly every week for gymnasium work in a room set apart for that purpose in Recitation Hall.

ATHLETICS.

One of the largest and best athletic fields belonging to any school in New England has been carefully laid out and provided with an oval track of three and one half laps to the mile. The Field Day of the Athletic Association is held semi-annually, and some good records have been made. Tennis courts are provided at different places on the campus, and the tournaments of the fall and summer terms develop some strong players. Baseball and football are enthusiastically followed in their season and while interscholastic games are not allowed there is much interest in the inter-dormitory contests for prize cups. The right to wear an "H," which means excellence in football, baseball, tennis, or track sports, is most earnestly sought by the students.

In the summer the river committee provides suitable equipment for swimming which is under careful supervision, and in the winter there are skating and coasting. The association owns several large, well-built double-runners and a few toboggans. The payment by each student of a nominal fee of fifty cents, which is included in his term bill, yields a sum sufficiently large to provide and repair a good athletic equipment, and gives to each student a share and interest in one of the most pleasant features of school life.

INDUSTRIAL DEPARTMENT.

usually given work in that line, since there are shops in which the school work in carpentering, plumbing, blacksmithing, painting, etc., is carried on.

But the aim of the industrial arrangements is not so much to secure pecuniary benefit as to provide for physical culture, teach how to do various kinds of work, form habits of industry, and to inculcate right views of manual labor.

Carpenter Shop.

IV. Courses of Instruction.

Fall and winter terms: Morning recitations begin each day, Monday excepted, at 7:35 and close at 11:45. The afternoon recitations begin at 2 o'clock and close at 4:30. Recitation periods occupy fifty minutes. Daily chapel exercises are held on school days, and there is an evening study hour beginning at 7 o'clock.

During the spring term (May to August) the schedule is so arranged that all recitations come in the morning.

COURSES OF STUDY.

The first three terms of all courses cover the work which has formerly constituted the so-called Preparatory Department, and students not sufficiently advanced to pass examinations upon this work should take these subjects in class.

Beginning with Second Form B some freedom is allowed the student in his choice of subjects. Each student is expected to submit to the Committee on Courses an outline of his full course for approval. This course should be submitted not later than the beginning of third form. Students wishing graduation from the school must include in their course the "Requirements for Graduation." (See next page.)

For the convenience of students wishing a classical preparation for college or preparation for technic

to students wishing preparation for admission to academic courses in any college.

The model *Scientific Course* is intended as a guide to students wishing preparation for those technical schools which require for admission, instead of the usual amount of Latin and Greek, extended instruction in modern languages, science and mathematics. It also offers a good practical education to those who plan to go to no higher institution. The Silliman Laboratory affords ample facilities for such a course.

These courses may be modified, with the approval of the Committee on Courses, to meet the needs of the individual student.

REQUIREMENTS FOR GRADUATION.

(The numeral following a subject ( ) indicates the number of hours per week.)

All the work of First Form A and B, and Second Form A. (See page 48.)

Bible (2) One term taken in class for each term spent at the school. Minimum requirement—First, Second and Third Form courses and any two other terms.

English (3) Eight terms above Second Form.

Singing (2) Four terms.

Elocution (2) Two terms.

Drawing (1) Two terms.

Algebra (5) Three terms.

Geometry (5) Two terms.

History (5) Two terms (other than United States History).

Latin (5) Four terms, or a Modern Language (5) Four terms.

Greek (5) Four terms, or Physics (5) Three terms.

A sufficient number of other term dailies to make three dailies for each term, that is, 27 term dailies above Second Form A.

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SUBJECTS OFFERED.

(The numeral following a subject ( ) indicates the number of week.)

Bible (2) Six Forms, also Elective Courses (4) or (5).
English (3) Eight terms (III-VI Forms inclusive).
Singing (2) Four terms (II and III Forms).
Elocution (2) Two terms (IV Form).
Elocution (5) One term.
Art Study (1) Four Courses of two terms each.
Penmanship (1) and Spelling (1).

LANGUAGE (5)

- **Reading, 1 term.**
- **English Grammar, A, B, C.**
- **Latin**
  - **Beginning Latin, A, B, C.**
  - **Cæsar, A, B.**
  - **Cicero, A, B.**
  - **Virgil, A, B.**
- **Greek**
  - **Beginning Greek, A, B, C.**
  - **Xenophon, A, B.**
  - **Homer, A, B.**
- **Modern**
  - **French, A, B, C.**
  - **German, A, B, C.**

MATHEMATICS (5)

- Arithmetic, A, B.
- Bookkeeping, 1 term.
- Algebra, A, B, C, D.
- Geometry, Plane, A, I
- " Solid, 1 term
- " Analytical, 1
- Mathematics Review, 1
- Trigonometry, 1 term.
- Surveying, 1 term.
- Astronomy, 1 term.

SCIENCE (5)

- Geography, 1 term.
- Elementary Lessons, 1 te
- Physiology, 1 term.
- Zoölogy, A, B.
- Botany, A, B.
- Physiography, 1 term
- Physics, A, B, C, D.
- Chemistry, A, B.

AGRICULTURE

- Agriculture, A(5), B(5), C
- Horticulture (5), A, B
- Landscape Gardening a
- Forestry (5), 1 term.
- Animal Industry (5), A, B,
- Dairying (5), 1 term.

HISTORY (5)

- U. S. History & Civics, A, B.
- Greek History, 1 term.
- Roman History, 1 term.
- Mediæval History, 1 term.
- Modern History, 1 term.
- English History, 1 term.

LITERATURE (5)

- English Literature
- A—

ELECTIVE COURSE OF STUDY.

(MODEL CLASSICAL COURSE)

The numeral following a subject ( ) indicates the number of hours per week.

FIRST FORM.

A		B	
RED	Bible I A (2) Penmanship (1) Spelling (1) Grammar A (5) Arithmetic A (5) Geography (5)	ALL REQUIRED	Bible I B (2) Penmanship (1) Spelling (1) Grammar B (5) Arithmetic B (5) United States History A (5)

SECOND FORM.

A		B	
RED	Bible II A (2) Singing II A (2) Grammar C (5) Elementary Lessons in Science (5) U. S. History B and Civics (5)	REQUIRED	Bible II B (2) Singing II B (2) Algebra A (5)
		ELECTIVE (10 hrs. req.)	Language (5) Anc. *Latin A* ... Mod. ..... Science (5) ..... History (5) ..... *Greek* Literature (5) .....

THIRD FORM.

A		B	
EQUIRED	Bible III A (2) English III A (3) Singing III A (2) Algebra B (5)	REQUIRED	Bible III B (2) English III B (3) Singing III B (2) Algebra C (5)
uage (5) Anc. *Latin B* ... Mod. ..... ce (5) ..... ory (5) ..... *Roman* rature (5)		ELECTIVE (10 hrs. req.)	Language (5) Anc. *Latin C* / *Greek A* Mod. Mathematics (5) ..... Science (5) ..... History (5) ..... Literature (5) .....

REQUIRED
- Bible (2) *IV A*
- English IV A (3)
- Elocution IV A (2)
- Geometry A (5)

ELECTIVE (10 hrs. req.)
- Language (5) Anc. *Cæsar A* / *Greek B* Mod.
- Mathematics (5)
- Science (5)
- History (5)
- Literature (5)

REQUIRED
- Bible (2) *IV B*
- English IV B (3)
- Elocution IV B (2)
- Geometry B (5)

ELECTIVE (10 hrs. req.)
- Language (5) Anc. *Cæsar B* / *Greek C* Mod.
- Mathematics (5)
- Science (5)
- History (5)
- Literature (5)

FIFTH FORM.

A

REQUIRED
- Bible (2) *V A*
- English V A (3)
- Drawing (1)

ELECTIVE (15 hrs. req.)
- Language (5) Anc. *Cicero A* / *Xenophon A* Mod.
- Mathematics (5)
- Science (5) *Physics A* (or *French* or *German*)
- History (5)
- Literature (5)

B

REQUIRED
- Bible (2) *V B*
- English V B (3)
- Drawing (1)

ELECTIVE (15 hrs. req.)
- Language (5) Anc. *Cicero B* / *Xenophon B* Mod.
- Mathematics (5)
- Science (5) *Physics B* (or *French* or *German*)
- History (5)
- Literature (5)

SIXTH FORM.

A

REQUIRED
- Bible (2) *VI A*
- English VI A (3)

ELECTIVE hrs. req.)
- Language (5) Anc. *Virgil A* / *Homer A* Mod.
- Mathematics (5)
- Science (5) *Physics C* (or *French* or *German*)

B

REQUIRED
- Bible (2) *VI B*
- English VI B (3)

ELECTIVE hrs. req.)
- Language (5) Anc. *Virgil B* / *Homer B* Mod.
- Mathematics (5) *Mathematics Review*
- Science (5)

ELECTIVE COURSE OF STUDY.

(Model Scientific Course.)

The numeral following a subject ( ) indicates the number of hours per week.

FIRST FORM.

A

- Bible I A (2)
- Penmanship (1)
- Spelling (1)
- Grammar A (5)
- Arithmetic A (5)
- Geography (5)

ALL REQUIRED

B

- Bible I B (2)
- Penmanship (1)
- Spelling (1)
- Grammar B (5)
- Arithmetic B (5)
- United States History A (5)

SECOND FORM.

A

- Bible II A (2)
- Singing II A (2)
- Grammar C (5)
- Elementary Lessons in Science (5)
- U. S. History B and Civics (5)

B

REQUIRED

- Bible II B (2)
- Singing II B (2)
- Algebra A (5)

ELECTIVE (10 hrs. req.)

- Language (5) Anc. *Latin A* Mod. .....
- Science (5) ..... *Physiology* .....
- History (5) .....
- Literature (5) .....

THIRD FORM.

A

REQUIRED

- Bible III A (2)
- English III A (3)
- Singing III A (2)
- Algebra B (5)

- age (5) Anc. *Latin B* Mod .....
- e (5) *Zoölogy A* or *Botany A* .....
- y (5) .....
- ture (5) .....

B

REQUIRED

- Bible III B (2)
- English III B (3)
- Singing III B (2)
- Algebra C (5)

ELECTIVE (10 hrs. req.)

- Language (5) Anc. *Latin C* Mod. .....
- Mathematics (5) .....
- Science (5) *Zoölogy B* or *Botany B* .....
- History (5) .....
- Literature (5) .....

REQUIRED
- English IV A (3)
- Elocution IV A (2)
- Geometry A (5)

ELECTIVE (10 hrs. req.)
- Language (5) Anc. { *Cæsar A* / Mod. { }
- Mathematics (5)
- Science (5)
- History (5) *Greek* or *Mediæval*
- Literature (5)

REQUIRED
- Bible (2)
- English IV B (3)
- Elocution IV B (2)
- Geometry B (5)

ELECTIVE (10 hrs. req.)
- Language (5) Anc. { / Mod. { *French A* or *German A*
- Mathematics (5)
- Science (5) *Physics A*
- History (5)
- Literature (5)

FIFTH FORM.

A

REQUIRED
- Bible (2) *V A*
- English V A (3)
- Drawing (1)

ELECTIVE (15 hrs. req.)
- Language (5) Anc. { / Mod. { *French B* or *German B*
- Mathematics (5)
- Science (5) *Physics B*
- History (5) *Roman, Modern* or *Industrial*
- Literature (5)

B

REQUIRED
- Bible (2) *V B*
- English V B (3)
- Drawing (1)

ELECTIVE (15 hrs. req.)
- Language (5) Anc. { / Mod. { *French C* or *German C*
- Mathematics (5) *Algebra D*
- Science (5) *Physics C*
- History (5)
- Literature (5)

SIXTH FORM.

A

REQUIRED
- Bible (2) *VI A*
- English VI A (3)

ELECTIVE (15 hrs. req.)
- Language (5) Anc. { / Mod. { *French D* or *German D*
- Mathematics (5) *Trigonometry*
- Science (5) *Chemistry A*
- History (5)
- Literature (5)

B

REQUIRED
- Bible (2) *VI B*
- English VI B (3)

ELECTIVE (15 hrs. req.)
- Language (5) Anc. { / Mod. { *French E* or *German E*
- Mathematics (5) *Solid Geometry*
- Science (5) *Chemistry B*
- History (5)
- Literature (5)

Courses by Departments.

THE ENGLISH BIBLE.

James McConaughy, Paul D. Moody.

The study of the English Bible holds a central place in the curriculum. Regular courses have been arranged which lead progressively from elementary to more advanced Bible knowledge. The classes meet twice a week. Each student takes one course each term. For those who desire more Bible study than these regular courses afford Elective Courses are given with four or five class periods weekly.

The Bible itself is the text book. Other books are used as helps but not as substitutes for it. Study outlines are furnished to the student, analyzing the books and topics studied, with questions to guide thought and investigation and with references to library helps. The results of private and class study are put by the student into orderly and permanent form in note books. Collections of photographs, both of places in Palestine and of paintings representing Bible scenes, are used to illustrate the teaching, and stereopticon lectures occasionally introduce or review the courses. The teachers aim to make the student love the Book and to guide him in thinking out its truths for himself and applying them in his own life and in Christian work.

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TILDEN FOUNDATIONS

Silliman Laboratory.

The Daily class in the Summer Term, which is open to all students who are prepared to take it, is taught by leading Bible teachers who come to the school for that purpose.

Course I. **First Form.** Twice a week.

A Beginners' Course. The beginner is taught to thoughtfully read the most important historical portions of the Bible, together with selections from the poetical books, the prophets and the epistles where the history has prepared him to appreciate them. A printed outline gives a portion for each day's reading with simple, practical questions aimed to help the student in thinking out the meaning of the passage and in applying its truths to his own life. The Commandments and other selected verses and portions are memorized as the studies proceed. The most important facts of Bible geography are studied. The classroom work aims especially to fix in mind the main lines of Scripture and to apply the lessons afforded by the character studies.

Course II. **Second Form.** Twice a week.

study of the four Gospels is begun. Preliminary studies on the condition of Palestine and of the world at the Saviour's birth. Then from a harmony the events in His life are traced as far as the Feeding of the Multitude. The aim is not merely to fix in mind the great periods, with their wealth of incident and teaching, but to show the inward progress of the ministry, and the growing revelation of God's will toward man in Jesus' deeds and words.

Course III. **Third Form.** Twice a week.

A. *The Life of Christ,* completed. During the first term the study of Jesus' life is completed. The great scenes from the Transfiguration, through the Peræan ministry, the visits to Jerusalem, the Passion Week, and the appearances of the Risen Lord are traced to the Ascension. The applications of each incident or discourse to Christian life and work to-day are dwelt upon.

B. *The Teachings of Christ.* During the second term the teachings of Jesus are studied topically. Such themes as God the Father, the nature and work of Christ, the Holy Spirit, man's nature and needs, salvation, the Christian in the world, the future of believers and of the impenitent are carefully studied from Jesus' own words.

Course IV. **Fourth Form.** Twice a week.

Old Testament History. (From Creation to the time of David.) The aim of the course is to follow God's methods with man as shown in the development of the Jewish nation. As much time as possible is given to studies of special character. The student is allowed to present either note books or essays on special topics. Collateral reading is encouraged.

A. The narrative sections of the Pentateuch.

B. (1) The institutions of the Jewish people (sacrifice, the tabernacle, etc.). (2) The history of the Judges and of the early monarchy.

Course V. **Fifth Form.** Twice a week.

Old Testament History (continued) and *Old Testament Prophecy.* This course is a continuation of Course IV, but in connection with it the study of the prophetical books is undertaken. It deals with the literary as well as with the historical aspects, the main emphasis being placed on the message of God, with the history considered as a background.

A. From Solomon to the death of Hezekiah.

B. From the ascension of Manasseh to the coming of Christ.

The Bible in this, as in Course IV, is the only text book, but in Course V more collateral reading is required.

Course VI. **Sixth Form.** Twice a week.

The Life and Epistles of Paul. A brief study of the church as represented in the opening chapters of Acts, followed by a study of the life of Paul from Acts, supplemented by biographical sections from his Epistles. On this basis all of the Pauline Epistles are read and two or three, as time allows, are studied more in detail.

Elective Courses.

A. In the Summer Term, successive courses, each lasting about two weeks, are given daily by Bible teachers who visit the school for that purpose. Among these teachers in recent terms have been Rev. G. Campbell Morgan, D. D., and Rev. F. B. Meyer of London; Rev. Arthur T. Pierson, D. D.; Prof. James Denney, D. D., of Glasgow; Rev. G. A. Johnston Ross, D. D., of Cambridge, England; Rev. J. Ross Stevenson, D. D., of New York; Rev. George B. Stewart, D. D., President Auburn Theological Seminary; Rev. J. R. Miller, D. D., of Philadelphia; Mr. A. P. Fitt of the Moody Bible Institute, Chicago; Rev. Howard W. Pope and Dr. Henry B. Wright of New Haven.

B. In the Fall and Winter Terms, Elective Courses are offered by the regular Bible teachers of the school. The aim is to cover portions of the Bible and to follow methods of study-

ing it not undertaken in the regular courses. A Normal Course, training the student to give Bible addresses, teach Bible classes, conduct religious meetings and engage in other lines of religious work, is given at least once each year.

The Elective Courses are open to all students who are prepared to benefit by them. They may be offered toward graduation as daily studies, or may be substituted for any regular Bible Courses above the Third Form, a term in the Daily Course being equivalent to two terms in the regular twice a week courses.

ENGLISH.

Wellington E. Aiken, Mary A. Dewey, Ethel S. Radford, Philip K. Greene, Henry W. Hastings.

Course I. **Grammar.** Daily. Three terms.

A. The elements of English grammar are here taken up, especial attention being given to sentence analysis.

Text book: Buehler's Modern English Grammar.

B. The work of Grammar A is continued with a more careful study of the parts of speech, their forms, and use.

Text book: Buehler's Modern English Grammar, Irving's Sketch Book.

C. This is an advanced course in English grammar. It presupposes a thorough knowledge of Grammar A and B. The more intricate questions of syntax receive detailed treatment.

Text books: Buehler's Modern English Grammar, Buehler's Practical Exercises in English, Dickens' Christmas Carol, Whittier's Snow Bound.

Composition required throughout the work in grammar.

Course II. **Third Form English.** Three times a week.

eration of description, its principles, forms and methods; (3) frequent descriptive themes.

Text books: Hill's Beginnings of Rhetoric, Scott's Lady of the Lake, Irving's Alhambra.

B. In this course are included (1) the history of the formation of the English language; (2) derivations of English words, figures of speech, kinds of sentences and their use; (3) narration, its essentials and forms; (4) theme work based on narration.

Text books: Hill's Beginnings of Rhetoric, Scott's Ivanhoe, Dickens' A Tale of Two Cities.

Course III. **Fourth Form English.** Three times a week.

A. In this course the principles of rhetoric taken up in Third Form English are applied: (1) By the study of clearness, ease, and force in their relation to words, sentences, and paragraphs; (2) by the study of the prose style of standard authors. The principles of exposition are taught and applied in theme work.

Text books: Hill's Beginnings of Rhetoric, George Eliot's Silas Marner, Irving's Life of Goldsmith.

B. In this course rhetoric is reviewed and the drama is studied. Essay work is required in connection with the plays read.

Text books: Shakespere's Merchant of Venice, Julius Cæsar.

Course IV. **Fifth Form English.** Three times a week.

A. A course in argumentation. This course comprises (1) a study of logical argument and common fallacies; (2) practice in debate, the class organized as a parliamentary body; (3) brief-making and written arguments.

Text books: Alden's The Art of Debate, The Hayne-Webster Debate.

B. A course in poetry. (1) The principles of English verse are studied; (2) poetic diction and figures of speech in poetry are discussed.

Text books: Tennyson's Idylls of the King, Chaucer's Prologue.

Course V. **Sixth Form English.** Three times a week.

This is a Senior course covering work required for entrance to New England Colleges. The work consists of discussion, criticism, essays, and examinations, based on the authors read.

A. Shakespere's Macbeth.
Burke's Speech on Conciliation with America.
Lowell's Democracy and Other Papers.
Coleridge's The Ancient Mariner.
Lowell's The Vision of Sir Launfal.

B. Macaulay's Essays on Addison and Johnson.
Milton's Minor Poems.
Addison's The Sir Roger de Coverley Papers.

The work studied from III A to VI B includes the books prescribed for entrance to the New England Colleges. For 1906-1907 the books required are:—

For careful study—
Burke's Speech on Conciliation with America.
Macaulay's Essays on Addison and Johnson.
Milton's Minor Poems.
Shakespere's Julius Cæsar.

For general reading—
Addison's The Sir Roger de Coverley Papers.
Coleridge's The Ancient Mariner.
Eliot's Silas Marner.
Scott's Ivanhoe.
Shakespere's The Merchant of Venice.
Tennyson's Idylls of the King.
Shakespere's Macbeth.
Lowell's The Vision of Sir Launfal.
Irving's Life of Goldsmith.

of the history of English literature; and to increase
ation of it by a study of the best authors.

first term of this course deals with the formative
traces the progress of English thought by a study
writers to the Nineteenth Century.

second term deals with the history and greater
Nineteenth Century English literature.

ok: Pancoast's Introduction to English Literature,
ed by reference reading from the authors studied.

VII. **American Literature.** Daily. One
.

ory of American literature is outlined from the
riod to the time of living authors. The reference
om American authors is based upon Pancoast's In-
to American Literature.

III. **Voice and Speaking.** Twice a week.
terms.

part of the course consists of a study of the ele-
ocal expression. The student is taught how to use
nd overcome any faults or defects, how to articulate
ow to apply some of the principles of vocal ex-

GREEK AND LATIN.

Frank L. Duley, Stephen Stark, J. Elizabeth Bigelow,
Austin M. Leavens.

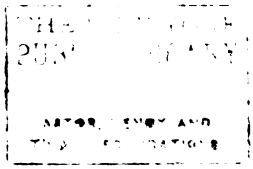
Much attention is given to the study of English in connection with the ancient classics. In Greek and Latin Grammar such a drill is given that students acquire a thorough knowledge of the subject. Due attention is paid to prose composition, not only work illustrative of the more important principles and idioms of syntax, but also practice in continuous prose narrative, based upon the text of the authors read. Drill in recomposition and sight-reading forms an integral part of the course, and is regarded as one of the best means of leading students into the languages.

Work in mythology, antiquities, administrative systems, and in the *life* of Greece and Rome is presented in a way to convince students that there is nothing more living to-day than the results which spring from the study of the so-called "dead languages."

GREEK.

Course I. **Greek Grammar.** Daily. Three terms.

This course is designed to give the student a thorough knowledge of common forms of Attic prose and fundamental principles of Greek syntax. Practice is given in translation of easy passages of connected Greek as an aid in acquiring the



Course II. **Xenophon's Anabasis, Pr**
tion, Sight Reading. Daily. Tw

Stress is laid alike upon grammar, accurate
rect use of English in translating and the his
the narrative.

Text books: Goodwin & White's Xenopl
Books I-IV, Goodwin's Greek Grammar, P
Prose Composition.

Course III. **Xenophon's Anabasis, H**
Prose Composition continued, Si
Greek History. Daily. Two terr

This course aims to familiarize the student
Homeric forms but also with the life and
Homeric times, and to arouse appreciation of th
of Homeric poems.

Text books: Pearson's Greek Prose Com
Iliad.

LATIN.

This course is arranged to meet the
quirements for admission to college. Wi
view the work is arranged as follows:—

Course I. **Elementary Latin.** Daily.

Thorough drill in forms, syntax and vocabu
exercises in turning easy English into Latin.
also in prepared and sight translation. The te
of connected and lively passages from ancie
mythology. The connection between Latin and
stantly emphasized.

Text books: Walker's Bellum Helveticum, I
tials of Latin.

Course II. **Cæsar's Gallic War.** Daily. Two terms.

The four books are read in historical order. Short daily lessons in prose based directly on the text previously read. Daily recitations in grammar. During this course a general survey of the grammar is followed by detailed work in syntax. During the last few weeks of the course Nepos' Lives are read rapidly.

Text books: Allen & Greenough's Cæsar, Barss' Nepos, Allen & Greenough's New Latin Grammar, D'Ooge's Composition, Part I.

Course III. **Cicero and Ovid.** Daily. Two terms.

1. Cicero. Two thirds of the course. The four orations against Catiline, the Manilian Law and Archias. Prose as during the course in Cæsar. Grammar as before with continued detailed work in syntax.

2. Ovid. Last third of the course. Course in rapid reading. Insistence as before upon exactness of translation, more than before upon fluency. Considerable sight reading to cultivate ability in the divining of an author's meaning. Illustrative readings from English authors. One entire period each week is taken for prose work and sight translation in Cicero.

Text books: D'Ooge's Select Orations of Cicero, Bain's Ovid, Daniell's Composition, Revised.

Course IV. **Vergil.** Daily. Two terms.

Six books of the Æneid and the Eclogues. Lessons in prosody at the beginning of the course. Assigned readings

thors are thus reviewed, and the complete course kept fresh before the student. Roman History is also reviewed.

Text book: Knapp's Vergil.

MODERN LANGUAGES.

Lucy Tappan, Hélène A. Roux.

Course I. **French. For beginners.** Daily. Three terms.

The design of this course is to secure familiarity with the elements of grammar, pronunciation, rapid reading of easy prose and the recognition of words and simple phrases when spoken.

Text books: Aldrich & Foster's Foundations of French, Aldrich & Foster's Reader, François' Composition, Bruno's Tour de la France or its equivalent.

Course II. **German. For beginners.** Daily. Three terms.

Designed to secure familiarity with the essentials of accidence and elementary word order and syntax, together with the attainment of ability to translate easy prose at sight and to recognize words and simple phrases when spoken.

Text books: Worman's First German Book, Bierwirth's Beginning German, Ball's German Drill Book, Müller & Wenckebach's Glück Auf, Storm's Immensee, Heyse's Anfang und Ende, and Gerstäcker's Germelshausen or equivalent of these texts.

A fourth term of work is offered to those who elect it.

MATHEMATICS.

Lyon L. Norton, Gardiner L. Wagar, Mabel W. Learoyd, Iza B. S. Atwood, Bernard Copping, Jr., Philip K. Greene.

The work in mathematics is planned to meet the requirements for admission to the best colleges and technical schools. At the same time it is made as practical and educational as possible, the ability to pass college entrance examinations not being the main object. The various subjects are taught with two distinct aims: first, to train the reasoning faculties; second, to gain a thorough knowledge of the subjects themselves as absolutely essential to the study of the higher mathematics and the natural sciences. To accomplish these ends the student is thrown upon his own resources in the solution of a large number of problems and original exercises in algebra and geometry, and much attention is given to rapid review drill in the classroom. The use of good English is insisted upon in both oral and written work as absolutely necessary to obtain the best results. *Thoroughness* and *accuracy* are the key words.

Course I. **Arithmetic.** Daily. Two terms.

Here the aim is to master the essential principles and to make the work as practical as possible. Artificial and improbable examples are avoided.

A. Factors and multiples, fractions, common and decimal, and denominate numbers.

Course II. **Bookkeeping.** Daily. One term.

The work covers double entry bookkeeping so far as to include a thorough acquaintance with the business forms and books needed in an ordinary retail or commission business for a single proprietor, or for a partnership. The difference between single and double entry with the advantage of the latter is noted. Special attention is given to the trial balance and the balance sheet.

Text book: Williams & Rogers' New Complete Bookkeeping.

Course III. **Algebra.** Daily. Four terms.

The course in algebra extends through four terms. Three terms' work, five times a week, is the minimum requirement for graduation from any course. This work includes the subject of quadratic equations and all that naturally precedes it; also zero and infinity, indeterminate equations, ratio and proportion, variation, progressions, binomial formula for positive integral exponents, and logarithms. The fourth term covers the binomial formula for any exponent, permutations, combinations and probabilities, variables and limits, infinite series, undetermined coefficients, continued fractions, summation of series, and elementary work on determinants and theory of equations.

Factoring and the statement of problems are emphasized throughout the entire course.

Text books: Wells' Essentials of Algebra and Fisher & Schwatt's Complete Secondary Algebra.

Course IV. **Geometry.** Daily. Three terms.

Two terms, five times a week, are given to the study of plane geometry. Numerous applications of the principles

sake of accuracy and finish each student is required to write out carefully a considerable number of original demonstrations.

Solid geometry is treated in the same manner as plane geometry, one term being given to this subject.

Text books: Wells' Essentials, and Phillips & Fisher's Geometry.

Course V. **Analytical Geometry.** Daily. One term.

The subjects treated in analytical geometry are the straight line, the circle, and the elementary principles of conic sections. Considerable attention is given to the plotting of curves.

Text book: Bailey & Wood's Analytical Geometry.

Course VI. **Mathematics Review.** Daily. One term.

Sixth Form students preparing to enter the Classical course in college are required to take one term in the review of plane geometry and algebra. Naturally, this course is planned as a special preparation for freshman mathematics in college. This term is in addition to two terms of plane geometry and three terms of algebra.

No one text book followed.

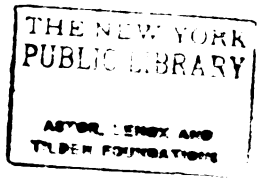
Course VII. **Plane Trigonometry.** Daily. One term.

Special emphasis is put upon the mastery of the trigonometric functions and of the fundamental trigonometric formulæ.

Facility in the use of logarithms is acquired in connection with the solution of right and oblique triangles.

Text book: Phillips & Strong's Elements of Trigonometry.

Course VIII. **Plane Surveying.** Daily. One term.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William T. Laboratory Lecture Room.

will give some proficiency in measurement of distances and angles, chain surveying, leveling, land survey computations, plotting, field notes, and dividing land.

Text book: Davies' Surveying (Van Amringe).

Course IX. **Astronomy.** Daily. One term.

An elective course of one term is offered in elementary astronomy. The work is made more descriptive than mathematical. A knowledge of elementary algebra and geometry is a requisite for entrance to this course.

Text book: Todd's New Astronomy.

THE SCIENCES.

Charles E. Dickerson, Florence E. Flagg, M. Frances Wheeler, Frank N. Patterson.

The educational value of scientific studies may well be considered equal to that of the classics, and great care has therefore been exercised in the preparation of the courses here offered. Laboratory work forms a large part of the courses.

Course I. **Geography.** Daily. One term.

The course in geography takes up the study of the physical features of the Grand Divisions, paying particular attention to the productions and manufacturing industries of each continent.

In connection with the study of the political divisions, reference is made in class work and by special topics to the history and progress of the nations. Globes and maps are used in illustration of the work, while map drawing is required.

Text book: Tarr & McMurry's Geography.

Course II. **Elementary Lessons in Science.** Daily. One term.

This course comprises a series of simple experiments and demonstrations leading up to some of those great truths of the natural sciences which should be familiar to every student. Throughout the course the student will be called upon for careful observations and accurate statements. Upon beginning the more extended work in science, whether in preparation for college or not, the student who completes this course will find himself acquainted with many fundamental terms, ideas and principles and should be able to advance rapidly. The first part of the course will be spent in the study of the elementary principles and facts in physics and chemistry, and the latter part will take up the elementary facts of animal and plant structure, the meaning and means of carrying on the fundamental processes involved in maintenance of living matter.

For the advantage of those who may care to anticipate this work and pass it off at the entrance examinations the following references are given.

For the Physics and Chemistry as much work as is included in such books as Balfour Stewart's Science Primer—Physics; Roscoe's Science Primer—Chemistry.

For the Biology one or more of the following: T. Jeffery Parker's Lessons in Elementary Biology (Macmillan), Chaps. I., II., VI., XIII., XVII.

J. A. Thomson's Outlines of Zoölogy (D. Appleton & Co.), Chaps. II., III.

Sedgwick & Wilson's General Biology (Henry Holt & Co.), Chaps. III., IV.

J. A. Thomson's The Study of Animal Life (Scribner's),

being made with, and illustrations drawn from, forms of animals. Beginning with foods, as the erial from which the living tissues of the body are chemical and mechanical changes which they under- ıg differentiated into the several physiological sys- arefully followed. A thorough appreciation of per- hanics is believed to be one of the most potent assuring personal morals.

eavor is made to demonstrate before the class with and models, fresh or living material, the main teach- :h day's lesson. Full and neatly kept notes of these ts are required of each student. The instructor re- right of collecting a small fee for materials used.

ok: Lessons in Elementary Physiology (Huxley- ı).

V. **Zoölogy.** Daily. Two terms.

suance of this study involves attendance at lectures, written recitations, and laboratory exercises. The for the course include a large recitation room, a ölogical laboratory, a museum collection of type ıoratory apparatus for each individual, charts, etc. prepared note books are required of each student, propriate laboratory fee is asked.

anatomy and physiology of the main types of vertebrates. In addition to this, the leading facts of fertilization, cell division, and embryology, as illustrated in the chick and frog are studied. General biological problems and theories are discussed.

Text books: Jordan & Heath's Animal Forms, Collateral reading in Parker & Haswell's Text Book of Zoölogy, Wilson's Cell, and Marshall's Vertebrate Embryology.

Course V. **Botany.** Daily. Two terms.

The work of this course is divided into two parts of one term each. Either term may be taken separately and will count towards graduation. Both terms should be taken, however, and in the order given, for a complete understanding of the subject.

A. Cryptogamic botany. During this term typical plants under Thallophytes, Bryophytes and Pteridophytes are studied. Gymnosperms are included in this course. Four hours each week are devoted to laboratory work.

B. Phænogamic botany, covering morphology, physiology and ecology of spermatophytes. Laboratory work continues as in the first term.

The laboratory is well equipped with compound microscopes, prepared slides, charts, etc. A small laboratory tax is assessed for the use of material and microscopes.

Text books: Gray's Manual, Coulter's Plants.

Course VI. **Physiography.** Daily. One term.

This course is based upon the work outlined in Gilbert & Brigham's Physiography—the Twentieth Century Text Book. Collateral reading is done by the student and reported in class.

Course VII. **Physics with Laboratory Work.** Daily. Three terms.

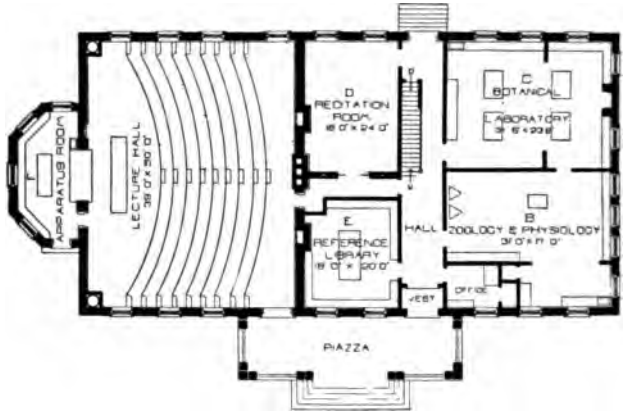
The work of this course is divided into Parts A, B, and C, each covering one term's work.

Part A includes Mechanics; Part B, Sound, Heat and Light; Part C, Electricity. The course comprises lectures, recitations, and an average of four hours of work per week in the laboratories. The aim of the laboratory work is to give the student practical experience in scientific processes and to train him "to observe carefully, record accurately, infer justly, and express cogently." The relation of physics to familiar phenomena is strongly emphasized, the object being to enrich the life of the student by enabling him to understand better the objects and phenomena which contribute so much to his daily life. This is also true of the course in chemistry. It is recommended that students desiring this course shall have completed two terms of algebra and one term at least of plane geometry. Each student is required to keep a note book containing an accurate record of his work. A laboratory fee sufficient to cover breakages is charged.

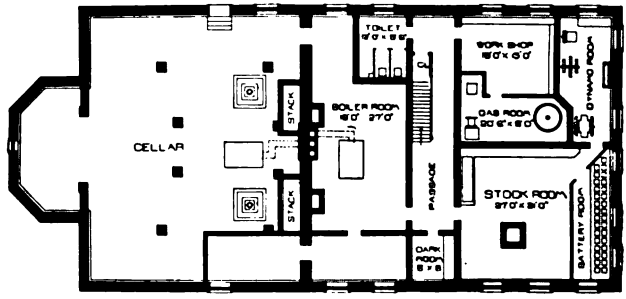
Text books: Avery's, and Hall & Bergen's for Parts A and B. Jackson's Elementary Magnetism and Electricity for Part C.

Course VIII. **Advanced Physics.** Twice a week. Two terms.

A laboratory course in physical measurements with recitations and problems based upon the experiments is offered to those students who have taken the work in elementary physics, either here or elsewhere, as a preparation for such work, and who desire to pursue a course in physics, immediately following such preparation. The course will correspond to what is known as the advanced admission requirement in physics at Harvard College. A knowledge of plane geometry and algebra, and a familiarity with the notation used in trigonometry are necessary. A student completing the course

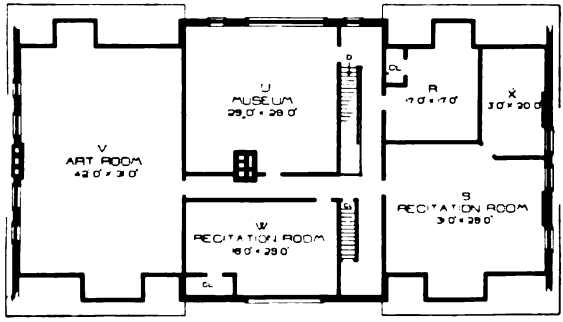


FIRST FLOOR PLAN

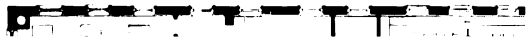


BASEMENT PLAN

Silliman Laboratory.



THIRD FLOOR PLAN



will be credited with one term's study toward graduation. Those who intend to pursue courses in physics, chemistry, or engineering in higher institutions are advised to elect this course.

Text books: Laboratory Manual: Sabine's. Reference: Deschanel and Ames.

Course IX. **General Chemistry and Qualitative Analysis.** Daily. Two terms.

The work in chemistry during the first term is devoted to general study of inorganic chemistry. Experiments in the laboratory, largely quantitative, are supplemented by lectures and recitations. Much attention is paid to the solution of elementary chemical problems and, later in the term, to chemical theory. This course prepares the student for qualitative analysis, which is taken up in the laboratory during the second term. The laboratory work is supplemented by continued drill in problems and by the systematic study of chemical reactions. Students looking toward the study of medicine will find this course of great practical value.

Each student is required to keep a record of the results of his work in a note book.

Text books: Remsen's College Chemistry, Prescott & Johnson's Qualitative Analysis.

AGRICULTURE.

Harry Hayward, Harold F. Tompson.

Instruction in agriculture is now considered to have as great an educational value as any of the other sciences, or the classics. Great care has been exercised in the preparation

Agriculture. Three terms.

ents of Agriculture. Daily.

: includes an elementary study of the soil; its importance of moisture and tillage; commercial l farm manures, their care and management; nanagement and uses; the uses of farm animals agement.

and Crops. Daily.

n of the different kinds of soil; their care and and a study of the principal farm crops, including f their development; method of improvement, ıses.

dents who have had Course A, or equivalent.

ultural Physics. Three times a week.

farm machinery, its use, care and management; s, their construction, arrangement, ventilation, t; water supply and drainage; roads and road

Horticulture. Daily. Two terms.

les of plant propagation—seedage, separation

Course III. **Landscape Gardening and Forestry.** Daily. One term.

The principles underlying landscape gardening as a fine art, with discussion of the ornamentation of home grounds, school grounds, cemeteries, parks, highways, and other public grounds.

General importance of forests; their influence on climate and water supply; methods of regeneration and systems of forest management.

Course IV. **Animal Industry.** Daily. Three terms.

A. A study of the important breeds of horses, cattle, sheep, and swine; their characteristic points and peculiarities. The care, feeding and management, with special reference to the treatment of dams and rearing of young.

B. Principles of breeding, including a study of heredity, atavism, prepotency, variation, in-and-in, line and cross breeding; the selection of breeding animals, their care and management.

This course will be supplemented by practice in the use of herd books, judging horses, cattle, sheep, and swine, and in minor surgical operations.

Open to students who have taken Course A.

C. Poultry Culture.

The poultry man and his calling; the purpose of poultry keeping; the location of the poultry plant; feeding, management, and breeds; breeding, incubation, and brooding; preparing pullets for laying; preparing eggs and poultry for market; diseases of poultry; exhibition, scoring, and judging.

Course V. **Dairying.** Daily. One term.

United States History and Civil Govern-

t. Daily. Two terms.

work of the first term in this course covers the his-
country from the time of its discovery down to the
of Andrew Jackson.

second term is divided into two parts. The first
s spent on the study of the period from Jackson to
: time, and during the remainder of the term the
of our state and national governments is presented.
phasis is laid upon the duties and obligations of
itizenship.

oks: John Fiske's History of the United States,
School Civics.

I. **Greek History.** Daily. One term.

introductory study is made of the more ancient na-
which the history of Greece is taken up and carried
arliest times to the fall of Corinth, 146 B. C. The
ents in Greek history are used as a background to
auses for the high development of literature and art,
fts of Greece to our civilization. This course, with
, is required for students preparing for the academic
ollege, and is elective for others.

period of the empire. Courses II and III are designed to meet the full requirements of any college in ancient history and geography. These courses are prepared along the lines recommended by the Committee of Seven on History.

Text book: Morey's Outlines of Roman History.

Course IV. **Mediæval History.** Daily. One term.

The period covered by this course is from 476 A. D. to the discovery of the New World by Columbus. The text book is used as an outline, and the student is made familiar with the works of Hallam, Emerton, Bryce, Adams, and other authorities on this period. Collateral reading, map work, and reports, both oral and written, are required as part of the course.

Text book: Robinson's Introduction to the History of Western Europe.

Course V. **Modern European History.** Daily. One term.

This course opens with the discoveries and explorations of the sixteenth century and brings the history of the European states down to the present time. Collateral reading, reports, etc., similar to Course IV, are required. Courses IV and V should be taken by students preparing for technical and scientific schools.

Text book: Robinson's Introduction to the History of Western Europe.

Course VI. **English History.** Daily. One term.

This course is wholly elective and is given whenever a request is made by a sufficient number of students. It is designed to meet the full requirements, in this subject, of any of the sci-

ART STUDY.

Margaret D. Strong.

Course I. **Elementary Drawing.** Weekly. Two terms.

The aim of this course has been to present, within the time allowed, work along the lines of pictorial, structural, and decorative drawing, and some knowledge of the principles underlying each. The work is adapted as much as possible to the requirements of the pupils entering the classes.

Course II. **Mechanical Drawing.** Weekly. Two terms.

This course is offered to those who have completed geometry. The work follows that presented in the text book by Linus Faunce.

Course III. **Studio Work.** Weekly. Two terms.

Students electing this course may take lessons in charcoal, crayon, or other mediums. Only those who have some talent for the work may join these classes.

Course IV. **History of Art.** Weekly. Two terms.

MUSIC.

Vocal Music, Class Instruction.

A. Judson Philips.

Course I. **Second Form A.** Twice a week.

For pupils who have had no previous training, and for such as have not studied sight singing. In this course most of the theory of musical notation is taught. Individual work and solo sight singing of simple exercises are expected.

Course II. **Second Form B.** Twice a week.

Study of intervals is pursued. Common chords are explained and practiced, both in writing and singing, and part singing in keys major and minor is followed as introduced in Palmer's Graded Studies up to page 69.

Course III. **Third Form A.** Twice a week.

This course will include the study of singing in all keys major and minor. Attention is given to the proper placement of the voice and to distinct enunciation, etc.

Course IV. **Third Form B.** Twice a week.

Pupils who have passed from Course III may enter this advanced or Senior Grade, in which will be taught singing of selections in the Senior Grade of Palmer's Graded Studies, as well as octavo music. Much attention will be given to correct formation of tone, phrasing, etc.

Instrumental Music and Voice Culture.

Marion A. Knight.

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ASTOR, LENOX AND
TILDEN FOUNDATIONS.

COMMENCEMENT EXERCISES.

April, 1905.

SATURDAY, APRIL 22.

Class Day Exercises, 3:30 P. M.

Alumni Cup Debate, 7:30 P. M.

Pierian Literary Society versus Philomathean Literary Society. *Resolved*, That the Sherman Anti-trust Law, as interpreted by the United States Supreme Court in the Northern Securities Case, is detrimental to our economic interests.

SUNDAY, APRIL 23.

Anniversary Sermon, 10:30 A. M.

President William J. Tucker, D. D., LL. D., of Dartmouth.

Easter Communion Service, 3:00 P. M.

Young Men's Christian Association service. Conducted by the graduating class, 7:30 P. M.

MONDAY, APRIL 24.

Commencement Exercises, 11:00 A. M.

Presentation of Diplomas.

Awarding of Prizes.

The prizes awarded were as follows:

Cambridge Prize.

Leonard J. Selden.

Allen Prizes and Mrs. Frank Wood Prize in Declamation.

1st prize, James J. King.
2d prize, Ernest S. Kavanagh.
3d prize, Thomas D. Pawley.

B. P. Dwight Prizes.

For highest rank in Mechanics.
George F. Hoysradt.

For highest rank in general Chemistry.
William S. Hodgdon.

Prizes in Oratory, February 22.

1st prize, Thomas D. Pawley.
2d prize, W. Richard Ohler.

Alumni Prize Debate, April 15.

1st prize, Jesse Herrmann.
2d prize, Malcolm M. McDermott.

Three equal prizes to the winning side: Affirmative—Gaius H. Barrett, Harry J. Hagerty, Jesse Herrmann.

Reception by the Faculty, 3:30 to 5:30 P. M.

Allen Prize Declamations, 7:30 P. M.

FRIDAY, AUGUST 18.

y Exercises, 3:00 P. M.

SATURDAY, AUGUST 19.

cement Exercises, 3:00 P. M.

lresses: Rev. Prebendary H. W. Webb-Peploe
ıdon, followed by Hon. H. B. Silliman.

tion of Latin Prize.

arded to Ralph V. Harlow.

tion of Diplomas.

SUNDAY, AUGUST 20.

TEXT BOOKS.

Bible: Good English Bible with References and Helps. Revised Version. Concordance, Cruden's or Walker's. Various reference books on different courses.

English, Hill's Beginnings of Rhetoric, Selected Texts.

Singing, Palmer's Graded Studies.

Elocution, S. S. Curry's Classics for Vocal Expression.

English Grammar, Buehler's Modern English Grammar, Buehler's Practical Exercises in English.

Latin Grammar, Allen and Greenough's New Latin Grammar.

Latin Lessons, Walker's Bellum Helveticum and Pearson's Essentials of Latin.

Latin Composition, D'Ooge's, and Daniell's Revised.

Cæsar, Allen and Greenough's New Cæsar with Vocabulary.

Nepos, Barss'.

Cicero, D'Ooge's Select Orations of Cicero.

Ovid, Bain's.

Vergil, Knapp's.

Greek Grammar, Goodwin's.

Greek Lessons, Ball's Elements of Greek.

Greek Composition, Pearson's Greek Prose Composition.

Xenophon, Goodwin and White's Xenophon's Anabasis with Vocabulary, Books I-IV.

Homer, Keep's.

French Grammar, Aldrich and Foster's Foundations of French.

French Readers, Aldrich and Foster's Reader, Bruno's Tour de la France.

French Composition, François'.

German Grammar, Worman's First German Book, Bierwirth's Beginning German.

Wells' Essentials and Fisher and Schwatt's Complete
dary Algebra.
, Plane and Solid, Wells' Essentials and Phillips and
r's Geometry. Analytical, Bailey and Wood's.
etry, Phillips and Strong's Elements of Trigonometry.
, Davies' (Van Amringe).
y, Todd's New.
, Tarr and McMurry's.
y, Lessons in Elementary Physiology, Huxley-Lee
n.
Jordan and Heath's Animal Forms.
ray's Manual and Coulter's Plants.
phy, Gilbert and Brigham's.
Avery's, Hall and Bergen's, and Sabine's. Jackson's
ntary Magnetism and Electricity.
, Remsen's College Chemistry, Prescott and John-
Qualitative Analysis.
e, Brooks' Agriculture, Vols. I. and II., Shaw's Study
Breeds, Green's Principles of Forestry, Maynard's
iples of Ornamental Gardening.
ates History and Civics, John Fiske's History of the
d States, Boynton's School Civics.
tory, Morey's Outlines of Greek History.
istory, Morey's Outlines of Roman History.
History, Robinson's Introduction to the History of
rn Europe.

Mount Hermon Alumni Association.

The Mount Hermon Alumni Association was organized in 1888 for graduates only and so continued until 1900, when the membership privilege was extended to all former students who were loyal to the school and desired to keep up old friendships. The membership on January 1, 1906, was 812.

Extracts from Constitution and By-Laws.

OBJECT.

"The object of this association shall be to encourage fellowship among the old students and to promote the interests of the school."

MEMBERSHIP.

"Every graduate shall become a member without election. Any person who has been a student at Mount Hermon School, and is recommended by the executive committee, is eligible for membership."

DUES.

"The annual dues of this association shall be fifty cents."

OFFICERS, 1905-06.

President, Jeremiah Holmes, '98

ork :—

nual reunion and business meeting at Mount Her-

ublication of the Mount Hermon Alumni Quarterly, t to every member of the association. Subscription nts per year.

Old Students' Running Expense and Endowment ugh which contributions are made toward the support school.

Alumni Cup Debates between representatives of the ng societies, at the conclusion of which the cup property of the winning society for the ensuing

Alumni Prizes in Debate in the form of three individual awarded to the best three contestants in the Cup

ration for the Twenty-fifth Anniversary in 1906, in committee of 25, the executive committee of which ne Alumni Association on the General Committee of cludes an equal number of representatives from the faculty, and the association.

organization and federation of city and college clubs

The college clubs are:—

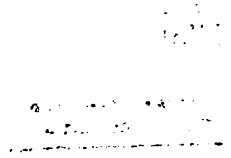
The Yale-Hermon Club,
President, Richard C. Morse.

The Princeton-Hermon Club,
President, Emanuel J. Kallina.

The Wesleyan-Hermon Club,
President, Lawrence F. McDonald.

The Brown-Hermon Club,
President, Axel F. Swanson.

Communications in regard to the association should be addressed to the Secretary, L. Lorimer Drury, Mount Hermon, Mass.



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ASTOR, LENOX AND
TILDEN FOUNDATIONS.

ARITHMETIC.

275 ½ acres of land and sold ⅛ of it. How many had he left?

e distance from A to B is 9 ½ miles, how far is it A to B?

ıy cords of wood in a pile 200 ft. long, 4 ft. wide ft. high? How much is it worth at $4.25 a cord?

. perch, how much will a mason charge for build- wall 18 inches thick around a reservoir 80 ft. ınd 60 ft. wide, inside measurement, and 10 ft. [Perch=24 ¾ cu. ft.]

:ost of 7,850 bricks at $5.75 per thousand.

)er of Irish born residents in the United States 0 was 1,854,815, and in 1890, 1,871,509. What ıe per cent of increase, to the nearest tenth, for years?

nterest of $1,050 from April 8, 1899, to March 5,

per second, how many minutes will it take a pipe to fill a tank 1½ meters square and four meters in depth? What will the water in the tank weigh in kilograms when the tank is full?

ENGLISH GRAMMAR.

A.

1. Define and illustrate in brief sentences:—
   (a) Adjective.
   (b) Adverb.
   (c) Object complement.
   (d) Attribute complement.
   (e) Participle.
   (f) Dependent clause.
   (g) Infinitive phrase.
2. Give the construction of the underlined words:—
   (a) "The way to argue down a vice is not to tell lies about it."
   (b) "No good substitute has yet been found for frankness, industry and sincerity."
3. Analyze:—
   (a) "Genius is the capacity for hard work."
   (b) "We cannot always succeed; but if we fail, we can fail in good spirits."

B.

4. Define and illustrate in sentences:—
   (1) Personal pronoun; (2) relative pronoun; (3) active voice; (4) passive voice; (5) subordinate con-

C.

brief description of some familiar scene.

proper forms, giving your reason in each case:—

knew it was [he, him].

very one was there except John and [I, me].

knew it to be [he, him].

he taller man was supposed to be [he, him].

would not go if I [were, was] [she, her].

saw him [lying, laying] on the floor.

e is one of those men who [is, are] sure to be known.

greatest obstacle to being heroic is the doubt ther one may not be going to prove one's self a ; the truest heroism is to resist that doubt; and profoundest wisdom is to know when it ought to esisted, and when to be obeyed."

the above quotation into clauses; classify the ses; give the construction of all subordinate ses.

e construction of all underlined expressions.

GEOGRAPHY.

5. What is included in the British Empire? What is included in the United States and Possessions?
6. Name the leading products of southern Europe, India, China, South Africa, and Brazil.
7. Describe the races of mankind.
   What parts of the world are peopled by each race?
8. What and where are Honolulu, Manila, Vancouver, Pretoria, Borneo, Alps, Jamaica, Omaha, St. Louis, Chicago?
9. Locate North Sea, Gulf of St. Lawrence, Bering Strait, Caribbean Sea, English Channel, Arabian Sea, Mediterranean Sea, Lake Superior, Black Sea, White Sea, Yellow Sea, Red Sea.
10. Name and locate six of the most important mountain systems in the world; six of the most important river systems.

UNITED STATES HISTORY AND CIVICS.

A (One term).

1. Discoveries and Explorations.
   (1) Vasco da Gama; (2) Samuel de Champlain; (3) Ponce de Leon; (4) Sir Francis Drake; (5) Henry Hudson.
   State under what flag each of the above sailed, and the special work of discovery or exploration accomplished by each.
2. English Colonization.
   (1) Give a brief account of the beginnings of Connecticut.
   (2) Tell all you can about the founding of Maryland.

THE REVOLUTION.

ate the *purpose*, the *manner of working*, and the
diate results of the (a) Stamp Act (1765); (b)
nshend Acts (1767); (c) Tea Tax (1770).
ve a complete account of Burgoyne's Campaign.

ADMINISTRATIONS.

ıe Louisiana Purchase (1803).
ıe Lewis and Clark Expedition (1804-07).
ttle of Lake Erie (1813).
account of each of the above.

B (One half term).

S WAR.

uses; (2) Principal engagements and American
nanders; (3) Territory gained by the war.

ISE OF 1850 (Omnibus Bill).

ents leading up to this compromise.
ıe terms of the compromise.

ON.

hat states seceded from the Union in 1860-61, and
slave states remained loyal to the Union?
plain Lincoln's attitude toward slavery and
rd secession.

Civics (One half term).

1. Explain the exact steps in the election of a President of the United States. What are the constitutional qualifications for this office?
2. What is the process by which a United States Law is made? In what two ways may the President veto bills?
3. Explain briefly: (1) Habeas Corpus; (2) Treason; (3) Jury trial; (4) Impeachment; (5) Ex post facto law.
4. How may the Constitution be amended? How many amendments are there at the present time (1905)?
5. What are the war powers of Congress and of the President?

ENGLISH BIBLE.

First Form A.

1. Name in order the books of the Old Testament from Joshua to Jeremiah.
2. Tell the story of Lot.
3. Tell the story of Joseph in Egypt.
4. What great work did Moses do? How was he prepared for his task?
5. Who were (1) Hagar, (2) Joshua, (3) Elisha, (4) Rachel?

First Form B.

1. Name the principal Judges of Israel.
2. Tell what is meant by "the Captivity," and tell what you can about it.

ie principal events connected with St. Paul, and
ne the epistles which he wrote in the order in which
y occur in the New Testament.

ELEMENTARY SCIENCE.

lo you understand by Matter, Force, Energy?

ı the action of a syphon.

oes light get to us from the sun? from a candle?

is heat? How is its intensity measured? What is
arometer? How does it predict weather changes?

ran water be decomposed? Give its composition.
ıat is a molecule, chemistry, inertia, weight and
m?

What is the structure of a typical cell?
How do unicellular organisms multiply?

How and where are proteids made?
What is protoplasm?

is oxidation in an organism, and what are the re-
ts of this process?

is the structure of tissue? Name several kinds of
ue.

One of the Cottages.

[redacted]